

WADU Resource

Vocational Learning for Indigenous Australians

Activities Manual



ENTERPRISE & CAREER EDUCATION
FOUNDATION

Australian
Indigenous Training
Advisory Council



AUSTRALIAN
NATIONAL TRAINING
AUTHORITY

Curriculum
CORPORATION





**DEPARTMENT OF EDUCATION,
TRAINING AND YOUTH AFFAIRS**

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The views expressed herein do not necessarily represent the views of the Commonwealth Department of Education, Training and Youth Affairs.

This product was funded by the Commonwealth Department of Education, Training and Youth Affairs through the Enterprise & Career Education Foundation.

The activities, overhead transparency masters and handouts in this Activities Manual have been downloaded from

Wadu Resource: Vocational learning for Indigenous Australians CD-ROM.

ISBN: 1 86366 531 5

SCIS: 1034938

Full bibliographic details are available from Curriculum Corporation.

Published by Curriculum Corporation

PO Box 177, Carlton South, Vic 3053, Australia

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Introduction

This manual contains activities that have been designed for delivery to groups by a facilitator. It includes handouts and overhead transparency masters for photocopying.

If you wish to undertake the activities as self-paced learning activities, disregard any information that is applicable only to a facilitated group situation.

It is unrealistic to expect that a school will need or be able to undertake all the activities, given time limitations. Read the description of each activity in the 'Overview' on p. 2 and select those that seem most appropriate to your needs.

Introduction



Overview

Introductory activity: Introducing Wadu-net

Wadu-net provides an effective way to reduce the isolation often felt by people working with Indigenous young Australians, especially in regional Australia. By connecting with colleagues through electronic mail, you can tap into the expertise of a growing community of practitioners.

At the end of the activity you will know:

- about Wadu-net as an online community and how it relates to the wider VECO community
- how to join the Wadu-net discussion list
- how to post a message to the Wadu-net discussion list.

Activity 1: Considering educational disadvantage

This activity considers the nature of educational disadvantage and the extent to which it may apply to the Indigenous students in your school. The identification of such disadvantage can provide the basis for the consideration of strategies to redress it.

Activity 2: Considering fundamentals of successful Indigenous education

The report *Education and Training for Indigenous Students: What has worked (and will again)* (McRae, D. et al. March 2000, Australian Curriculum Studies Association & National Curriculum Services, Canberra) identified a set of 'fundamentals' that must be provided if learning outcomes for Indigenous students are to be improved. This activity looks at the extent to which these fundamentals exist in the school and the implications for further action. It may be used instead of Activity 1 as an introductory activity for a school that is aware of the fact that it needs to address Indigenous education issues, but is unclear about what strategies to adopt.

Activity 3: Improving cultural recognition, acknowledgement and support

This activity considers, in depth, one of the key factors identified as fundamental to successful Indigenous education: cultural recognition, acknowledgement and support.

Overview

Activity 4: Considering the development of skills of Indigenous students

Evidence has shown that a ‘good education’ is an imperative for Indigenous students. This activity focuses on certain identified characteristics of a ‘good education’ and the implications for your school.

Activity 5: Improving participation

There are two factors involved in improving participation: attendance and engagement. This activity examines the school’s processes for promoting attendance and considers the role of programs for promoting engagement.

Activity 6: Vocational learning for Indigenous students

Vocational learning programs, whether generic or with a specific industry focus, have the capacity to improve the participation and engagement of Indigenous students. In this activity, participants consider the extent to which vocational learning is present in the school’s curriculum and the implications for further action.

Activity 7: Implementing enterprise education

Activities 7 to 10 focus on developing life skills through vocational learning programs. Each of the activities considers a different life skills program. The focus of Activity 7 is on the development of enterprising knowledge and skills. Participants will acquire a clear understanding of what is meant by the term ‘enterprise education’ and will consider a range of models for its incorporation into the school’s teaching and learning programs.

Activity 8: Incorporating the Key Competencies

Activity 8 is designed to explore another program area for life skills development. Participants consider the extent to which the Key Competencies are already a part of the school’s teaching and assessment programs, and determine whether this is adequate or needs to be addressed.

Overview (cont.)

Activity 9: Providing work readiness and experience

Continuing to focus on life skills development, Activity 9 considers the characteristics of effective work readiness and experience programs. It requires participants to assess the school's current programs in relation to these. The ultimate aim is to identify if, or what, change is necessary to maximise Indigenous students' preparedness for real work contexts.

Activity 10: Providing career education and guidance

Activity 10 focuses on the enhancement of Indigenous students' life skills and vocational options through the provision of appropriate career education and guidance. Participants consider the kinds of content and activities that provide the most appropriate and effective career education and guidance for secondary students, particularly for Indigenous students.

Activity 11: Understanding Training Packages

Activity 11 will be of particular interest to those schools planning on implementing a VET in Schools program. The activity can serve as a general introduction to Training Packages, or, if an industry area is already being considered, it can provide important information for further decision-making about program development and implementation.

Activity 12: Briefing on Vocational Education and Training (VET) in Schools

If the school is considering implementing a VET program, there must be support from relevant staff. Activity 12 takes the form of a staff briefing. It can be conducted in two parts. The first part provides an overview of the VET system. The second requires participants to consider the benefits and challenges involved in implementing a VET in Schools program.

Activity 13: Developing strong partnerships with local employers

Given the importance of work placements for VET in Schools programs, including New Apprenticeships, schools will need to develop strong partnerships with local employers who ultimately will provide these placements. The focus of this activity is on the processes required for developing, maintaining and strengthening relations with local employers, and the implications for the school.

Overview (cont.)



Introductory activity Introducing Wadu-net

Wadu-net provides an effective way to reduce the isolation often felt by people working with Indigenous young Australians, especially in regional Australia. By connecting with colleagues through the simple and easily accessible medium of electronic mail, you can tap into the expertise of this growing community of practitioners.

Aims

- To understand the concept of Wadu-net as an online community and how it relates to the wider Vocational Education Community Online (VECO) community.
- To know how to join the Wadu-net discussion list.
- To know how to post a message to the Wadu-net discussion list.

Estimated time

Part A: 1 hour

Part B: 1 hour

Participants

Part A of this activity is suitable for a group with a facilitator. Individuals could also work through Part A by reading the facilitator notes and the follow-up readings. Part B is suitable for individuals.

Materials required

Part A: Introducing the concept of Wadu-net

- Overhead projector
- Board or butcher paper and writing instruments
- OHT Intro.1: Activity overview
- OHT Intro.2: Online communities
- OHT Intro.3: Wadu-net
- Handout Intro.1: Voc ed: online, anytime

Introductory Activity

Part B: Participating in Wadu-net

- Computer connected to the Internet for each participant
- Personal email address for each participant
- Printout of the Wadu-net homepage
- Handout Intro.2: Wadu-net and VECO
- Handout Intro.3: Joining the Wadu-net email discussion list
- Handout Intro.4: Posting messages to the Wadu-net email discussion list

Procedure

Part A: Understanding the concept of Wadu-net

Display OHT Intro.1.

Introduce yourself and describe the overview of the session.

Display OHT Intro.2 and discuss the description of an online community.

Ask if anyone has been involved in online communities. If so, invite two or three to share their experiences. If not, share one of your own.

Distribute Handout Intro.1, which gives a good overview of VECO and its activities. As this is quite a long handout, it might be useful to work through it in sections. For example:

Ask participants to read from the beginning of the handout to the section ending before 'Online events'.

Discuss with participants what VECO is and what it does.

Move on to discussing the elements under 'Email: A central tool' and the voced-coord mailing list. Ask participants for a list of the type of email that is exchanged. Write these on the board.

Ask participants to read the section on 'Online events' and then elicit from them what these can be. They may have further suggestions.

Finish up by examining the 'Online jargon', and direct participants to the online references.

Display OHT Intro.3 and discuss it briefly, using the printout of the Wadu homepage on the last page of Handout Intro.1 as reference.

Introductory Activity (cont.)

Part B: Participating in Wadu-net

This part of the activity is the practical ‘how to do it’ section. It requires participants to be at an Internet-connected computer and to have a personal email account. Participants work through each handout.

Distribute Handout Intro.2 and explore the VECO and Wadu-net homepages.

Distribute Handout Intro.3 and work through joining the Wadu-net email discussion list.

Distribute Handout Intro.4 and work through posting messages to the Wadu-net email list.

Follow-up

Part A

For more information on the online community concept, visit the VECO workshops at <http://www.vecos.org.au/pdt/vworkshop/>.

Part B

Try some of these:

- Join the Wadu-net email list.
- Post an introductory message to the list, letting people know who you are and a little about your role in working with Indigenous young Australians.
- Publish a case study or story in the VECO Gallery.
- Contribute resources that you find useful to the Resources Library.

Introductory Activity (cont.)



Activity overview

Part A: Understanding the concept of Wadu-net

- What is an online community?
- What is the Wadu-net online community?
- Wadu-net's relationship to VECO

Part B: Participating in Wadu-net

- Guided tour of the Wadu-net website
- How to join in
- How to post messages



Online communities

The term ‘online community’ implies a sense of belonging, a variety of people with different expertise, shared purpose, collaboration, mutual support and organised access to services. More often than not an email discussion list is used to build an online community, but the technology is irrelevant. It is the nature of the human activity that determines the existence of a community.



Wadu-net

- Wadu-net is a network of people involved in vocational learning with Indigenous young Australians.
- Wadu-net uses an email discussion list called Wadu-net as its main communication device.
- Wadu-net has a homepage on the VECO website that leads directly to information and resources relevant to Wadu-net.
- Wadu-net is an open environment that encourages a culture of sharing and professional support.
- Wadu-net is part of the wider VECO community.



Voc ed: online, anytime

Where do you go for professional support if you're one of a kind in your school or workplace? Coordinators of vocational education can turn to a growing online community of their peers, any time day or night. Janine Bowes explains how this online community, a sound model for any other professional group, works.

Introduction

Increasingly, Internet-based technologies offer a range of professional development opportunities that overcome the constraints of time and place. One of these is the use of telecommunications tools to build online learning communities of people working in the same professional field.

VECO: An online community

Vocational Education Coordinators Online (VECO), established at the start of 1997, is building an online community of professional support for coordinators and others involved in school-industry programs. Some of these people are teachers but many are not. What they have in common is being the link between schools and industry in workplace learning programs in senior secondary schools.

As a professional development model, an online community can offer ongoing 'just in time' learning through peers supporting each other. However, building online communities that are made up of many people who are new to the technology presents challenges that are not overcome spontaneously. The VECO community has been built using a methodology that is drawn from the experience of existing projects: the OzTeacherNet and Aussie SchoolHouse projects are curriculum and online community projects developed to give teachers authentic contexts for learning how to use the Internet in their teaching. A clearly defined purpose, the provision of a training and professional development program and addressing logistical issues are the key elements underpinning this methodology.

Handout Intro.1



Introducing Wadu-net

Email: A central tool

VECO consists of a number of elements: an *email list* for vocational education coordinators and others working in the field through which they can contact each other; a *website* that supports and records this online activity and holds information archives developed by the community; *online events* that are held from time to time; some *special focus mailing lists*; and scope for other partnerships and projects initiated by members.

The lifeblood of the VECO community is the *voced-coord mailing list* whose membership has grown to over 500 people. The email that is exchanged on the list is a mixed bag of requests for help, sharing of resources, announcements, debates and information exchange. Participants in VECO have a wide range of expertise and experience from all around the country and collectively represent a vast resource.

The choice of a mailing list as the main tool for building the online community was a conscious one. Being email-based it is, in the scheme of things, old technology and is therefore fast, reliable, inexpensive to use and widely available compared to web-based technology. It does not depend on people having the most modern equipment. When people are paying for their online time, web-based tools can inhibit participation. In addition, email is now such a mainstream tool that even novices can easily adopt it and begin to participate. However, VECO increasingly uses other telecommunications and computer-mediated communication tools for some activities.

Typical traffic

A typical day of traffic on the list might include an update of what is available on the website, an announcement of a forthcoming conference, a request for resources to save someone 'reinventing the wheel', an issue raised for debate, and the sharing of some good news. The email traffic on the list is archived and is available on the Web from the VECO website. These archives represent a history of the community's development and serve as an ongoing resource. In a typical month, there are a little over 100 messages posted to the main list, which is not particularly high compared to some mailing lists but represents a manageable level of traffic.

As a happy coincidence, there is substantial overlap between the potential members of VECO and those of VETNETwork, the national professional association for those involved in entry-level and school-based vocational education.

Handout Intro.1 (cont.)



Online events

From time to time, online guests provide a way of bringing members outside expertise on a particular theme or topic. Online guests usually post a message (specific information) every couple of days over a two-week period and respond to questions that arise from community members. The website is used to publish the online guest material so that it is also 'showcased' separately.

A webchat facility — the VECOCafe — has been installed on the website to allow people to 'chat' in real time; that is, to type in their messages and respond immediately to each other. The chat disappears when the session is finished — it is not archived anywhere. The chat facility has been used to have an online celebration, to hold a meeting that saved people a three-hour drive to attend, and following a webcast, as a discussion venue for people scattered around the country. The VECOCafe gives small groups of people a way to interact without the expense of long-distance phone calls.

As well as events that occur completely online such as the online guest discussions, we have begun experimenting with ways to add value to face-to-face events so that they can reach a wider audience. The interplay between face-to-face and online events is something that is increasingly being adopted by media such as television and radio. They use their own websites to host chats with experts who have been on air or to allow audience participation after a broadcast.

The Aussie SchoolHouse (through VECO) and Oz-TeacherNet projects recently collaborated with the Australian College of Education to 'webcast' an event that they held in Brisbane — different speakers on the topic, 'Vocational education, the ill effects, the after effects and the side effects'. The webcast could be likened to radio over the Internet with a remote audience of twelve people in ten different locations around Australia listening in to the speakers. The quality of the broadcast was excellent and, as a first trial of this technology, it was very informative as to its possible future use.

Technology allows for video to be transmitted in the same way, but whereas the audio quality exceeds expectations, video across the Internet still has quite a way to go and adds little to audio broadcast if it is no more than 'talking heads'.

Handout Intro.1 (cont.)



Introducing Wadu-net

Offline contacts

The public face of VECO is the online activity: mailing lists, community members' participation in other events and the growing website. However, there are many examples of other personal networks that have developed because of the common ground that people find with each other online. Some of these are short term and others develop into more formal ongoing networks. Coordinators have planned interstate visits to other programs by using the contacts they have made through their online activity. There is also much activity behind the scenes as people respond privately to public postings. As people get more and more used to these communication tools, they are starting to come up with ways of using them for their own local purposes, and VECO facilitates this where possible.

Online jargon

Email mailing list (also known as a listserv or discussion list)

A mailing list is a collection of email addresses. The collection has its own unique email address that looks similar to an individual's email address. A software robot program automatically manages email that is sent to the list address by distributing it to all members of the list. Lists can be created in different ways to allow one-way or two-way traffic; to be open to anyone to join or closed where approval of the list owner (a person) is required in order to join. People join mailing lists by 'subscribing' and leave by 'unsubscribing' (no money is involved) which usually involves sending an email message or using a web-based form.

Online communities

The term 'online community' implies a sense of belonging, a variety of people with different expertise, shared purpose, collaboration, mutual support and organised access to services. More often than not an email discussion list is used to build an online community, but the technology is irrelevant. It is the nature of the human activity that determines the existence of a community.

Handout Intro.1 (cont.)



Introducing Wadu-net

Online references

Voced-coord mailing list, <http://www.veco.ash.org.au/community/voced-coord.asp>

VECO website: <http://www.veco.ash.org.au>

ASTF website: <http://www.astf.com.au>

Aussie SchoolHouse website: <http://www.ash.org.au>

OzTeacherNet website: <http://www.rite.ed.qut.edu.au/oz-teachernet>

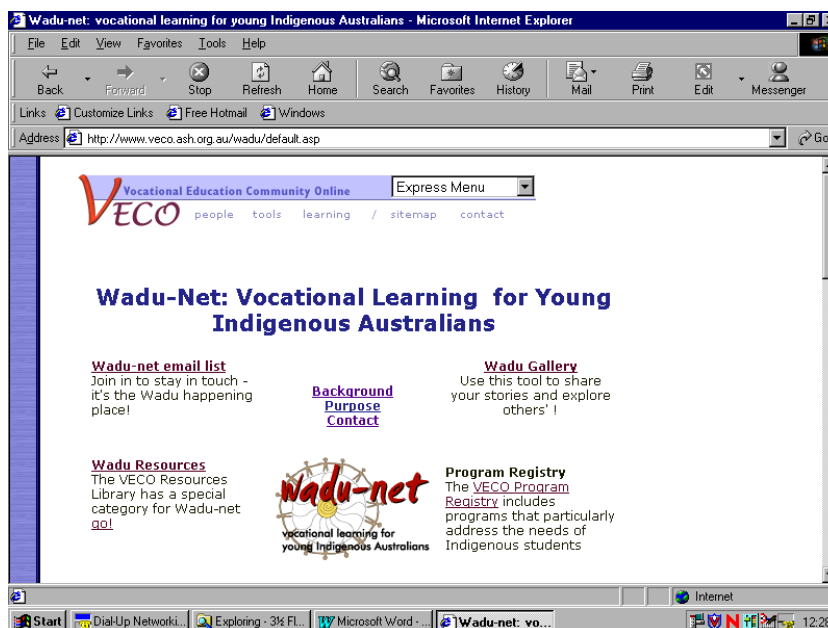
Vocational Education Coordinators Online (VECO) is an initiative of the Australian Student Traineeship (ASTF) in partnership with Aussie SchoolHouse. An independent evaluation of the VECO project is currently being conducted and will help inform its future development.

Janine Bowes

Project Officer, Vocational Education Coordinators Online (VECO)

<http://www.veco.ash.org.au>

(Source: This is an edited version of an article of the same name by Janine Bowes that appeared in *EQ Australia*, Summer 1998, Curriculum Corporation, Melbourne.)



Handout Intro.1 (cont.)



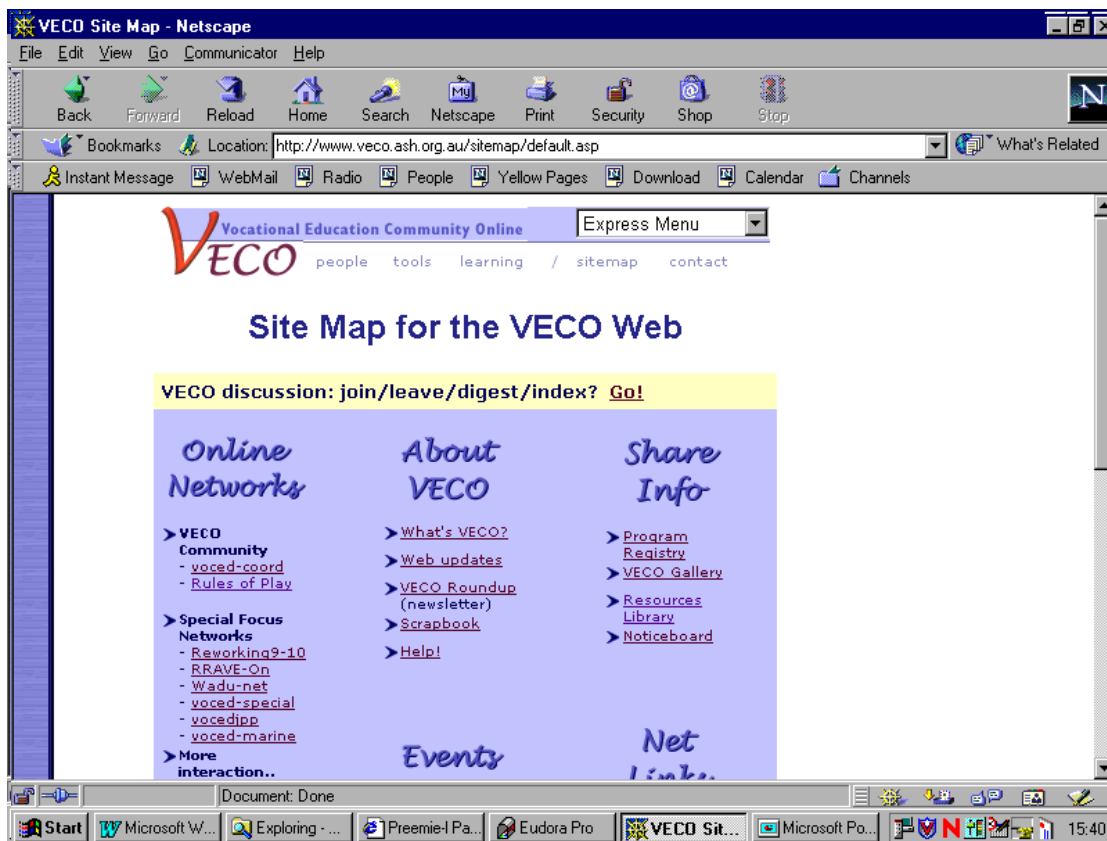
Introducing Wadu-net

Wadu-net and VECO

Wadu-net is a special focus network of VECO. If you think of VECO as being a community centre, Wadu-net is like a special room with its own entrance and access to community resources.

The direct address of the Wadu-net homepage is <http://www.veco.ash.org.au/wadu>. Wadu-net can also be accessed from the VECO website in two ways:

- from the sitemap — look under ‘Online Networks’
- from the express menu (choose ‘Focus Groups’, and then ‘Wadu-net’).



Handout Intro.2



Introducing Wadu-net

Joining the Wadu-net email discussion list

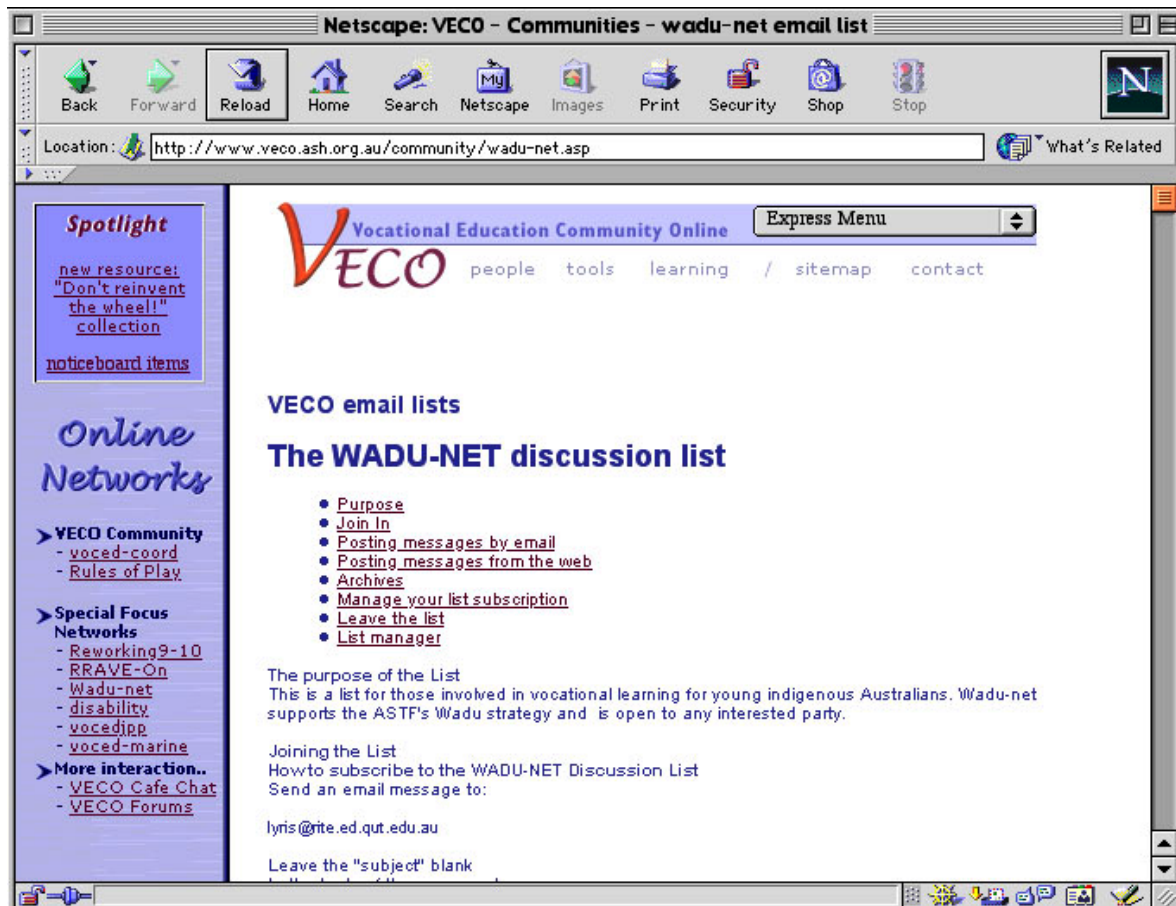
Go to the Wadu-net homepage at <http://www.veco.ash.org.au/wadu/>.





Introducing Wadu-net

Choose the 'Wadu-net email list' link. You can come back to this page (<http://www.vecos.ash.org.au/community/wadu-net.asp>) if you need to change any details about your list membership or link to the discussion archives to read past messages or leave the list.





Introducing Wadu-net

Click on the 'Join In' link on the Wadu-net email discussion list page and follow the instructions — it is easiest to join by using the online form. You will be able to join the list simply by filling in your email address and name. There is also an option to set a password and it is recommended that you do this. An example is shown below:

What happens next

You will receive an email message with the subject line 'Welcome to Wadu-net' from a mysterious person called `lyris@rite.ed.qut.edu.au`. 'Lyris' is the name of the software robot that makes the discussion list function.

Print this message, read it and file it for future reference. Most of the information is also contained on the Wadu-net list web page (<http://www.vecosha.org.au/community/wadu-net.asp>).

You are now a member of Wadu-net and will receive any messages posted to the list. These will arrive as email messages with 'Wadu-net' in the subject line.

You may also post messages (see Handout Intro.4).

Handout Intro.3 (cont.)



Introducing Wadu-net

Posting messages to the Wadu-net email discussion list

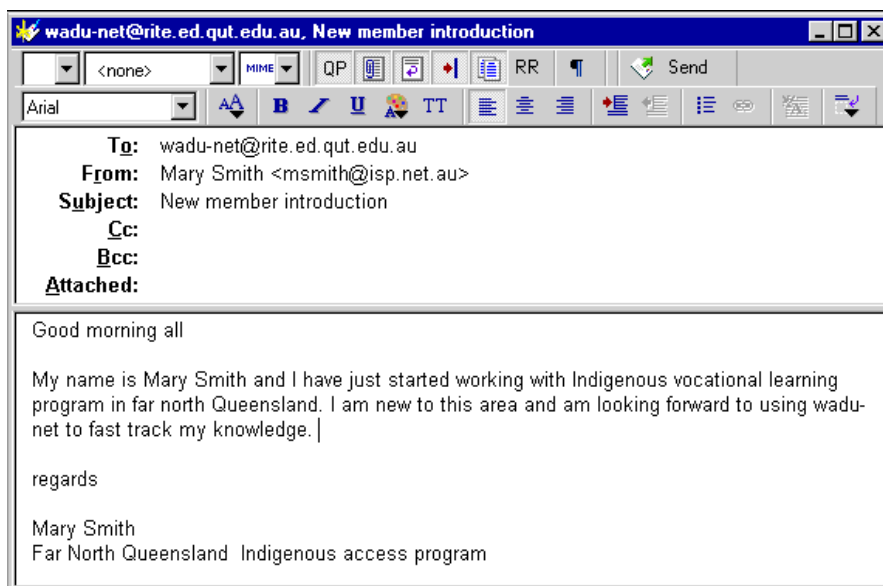
As a member of a discussion list you are entitled to post messages to the list either as new material that you are initiating or as responses to other members' messages.

Remember that what you post goes to all of the other people on the list and the archive is accessible via the World Wide Web. For this reason it is important to observe the usual rules of 'netiquette'.

The address to post messages to is wadu-net@rite.ed.qut.edu.au. When you reply to messages the reply will go to the entire list rather than to the individual sender.

An example of an introductory message

The address of the message is wadu-net@rite.ed.qut.edu.au.



- The subject line gives a clear indication about the content of the message. This is important so that people can scan their email quickly and so that the archives make sense.
- The message is brief and to the point.
- The sender has included a brief signature that identifies them and their role.

The above are some of the key aspects of 'netiquette'. Other aspects to be aware of are:

- Do not send attachments to email lists.
- Take care not to offend.

Handout Intro.4



Replying to messages

When replying to messages, be aware that your reply is going to the whole list. If you prefer to reply to an individual, you will need to copy and paste their address into the 'to' field and delete the list address.

Retain only as much of the original message as is needed for your reply to make sense. Sometimes it is easier to summarise, but make sure that every message makes sense in its own right — don't assume that all readers have read all previous messages. A good rule of thumb is to see if your reply would make sense to someone who had just joined.

If you have asked for help from Wadu-net and have received a lot of personal replies, post back a message that acknowledges the help you have received and summarises the information so that others can benefit, too. This is the give-and-take of online communities.

Further reading

For more information on netiquette, please refer to the VECO Rules of Play at <http://www.vecos.org.au/community/rulesofplay.asp>.

An excellent guide for those new to email is:

Sherwood, K. 1994. *A Beginner's Guide to Effective Email*, available at <http://www.webfoot.com/advice/email.top.html>.

Handout Intro.4 (cont)



Activity 1 ***Considering educational disadvantage***

Aims

- To consider aspects of educational disadvantage and the extent to which they apply to the Indigenous students in your school.
- If disadvantage exists, to consider strategies to redress it.
- If students are not shown to be suffering the kinds of disadvantage experienced elsewhere, to clarify what is working successfully so as to further encourage the school's efforts in this area and share experiences with other schools through the Wadunet website: <http://www.vecosash.org.au/wadu>.

Estimated time

1 hour

Participants

This activity is suitable for a whole-staff introduction to the issue of educational disadvantage experienced by Indigenous students.

Materials required

- Board or butcher paper and writing instruments
- Overhead projector
- OHT 1.1: Quote about disadvantage
- Handout 1.1: A story of disadvantage

Procedure

Display OHT 1.1.

Ask: Who agrees with this statement? Who disagrees?

Take responses orally or by a show of hands.

Activity 1

Ask: What do you think is meant by the term ‘disadvantaged’?

List responses on the board.

Distribute Handout 1.1.

Ask the group to consider and compare the statistics and information on the handout with the discussion you have just had.

Ask: What can we conclude about the disadvantage experienced by Indigenous students in this school?

If disadvantage exists, **facilitate** discussion about how the school will address it.

Record suggestions on the board, for example:

- continuing with some or any of the professional activities on this CD-ROM
- considering if other strategies may be required.

If disadvantage does not exist, **facilitate** discussion about why, and if any further action might be taken (for example, sharing experiences with other schools) and the best way to do this.

Follow-up

Take follow-up action in response to the decisions made during this activity. If continuing with the professional development activities on this CD-ROM, decide which activities are the most appropriate.

Activity 1 (cont.)



Quote about disadvantage

Indigenous students in this school are educationally disadvantaged, compared with non-Indigenous students.

OHT 1.1



Considering educational disadvantage

A story of disadvantage

Aboriginal and Torres Strait Islander Australians are the most educationally disadvantaged of any identifiable group in the community. It starts at school.

- In 1996, 71% of Indigenous secondary students had dropped out of school before year 12, compared with 26% for all students.
- There is a rapid decline in school retention rates among Indigenous students, from 98% at age 14 to only 31% at age 17.
- In 1996, 5% of all Indigenous students in school were in years 11 and 12, compared with 12% of non-Indigenous students.

Indigenous students are also underrepresented in higher education. In 1996, only 14% of Indigenous Australians had a post-secondary qualification compared with 34% of all Australians.

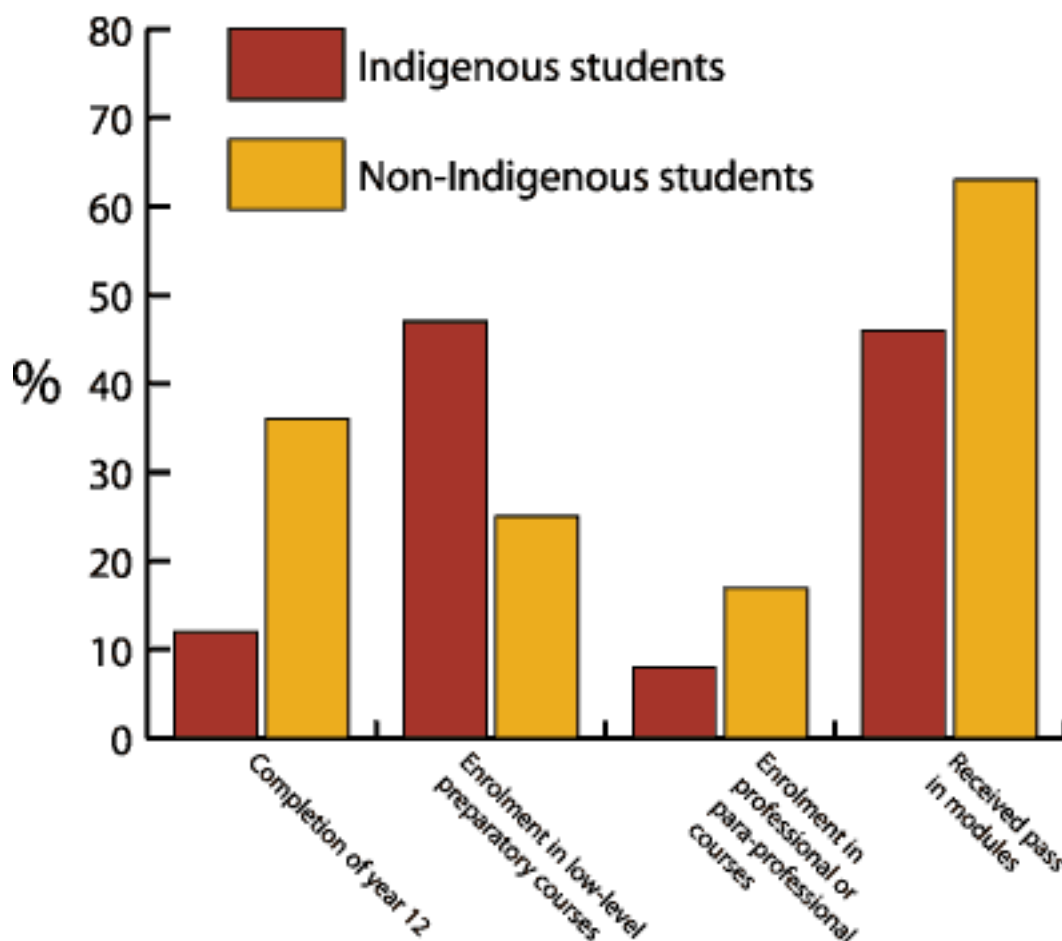
Although they have comparable levels of participation in Vocational Education and Training (VET) programs, the disadvantage continues. The following graph based on statistics from *Partners in a Learning Culture* (ANTA 2000) demonstrates the point.

Handout 1.1



Considering educational disadvantage

Participation in VET programs: Indigenous and non-Indigenous students 1996



The disadvantages Indigenous students experience are compounded if they also have poor levels of English literacy and numeracy. More than 15% of Indigenous people do not speak English as their first language; outside urban areas, the figure rises to about 33%.

Not surprisingly, the educational disadvantage experienced by Indigenous students results in fewer jobs and lower income.

Reference

Australian National Training Authority 2000, *Partners in a Learning Culture: Australia's National Aboriginal and Torres Islander Strategy for vocational education and training 2000–2003*, Australian National Training Authority, Brisbane.

Handout 1.1 (cont.)



Activity 2

Considering fundamentals of successful Indigenous education

The report *What has worked (and will again)* (McRae 2000) identified a set of fundamentals that must be provided if learning outcomes for Indigenous students are to be improved. This activity will help you identify if any of the fundamentals for successful Indigenous education are lacking in your school. It can be used as an introductory activity if your school is already aware that it needs to address Indigenous education issues, but is unclear about what strategies to adopt. Activities 3, 4 and 5 may then be useful. They deal with each of the three factors identified as present in successful Indigenous education. These three factors correspond with the fundamentals of culture, teaching and attendance.

Aim

To consider the extent to which the fundamentals exist in the school and the implications for further action.

Estimated time

1 hour

Participants

This activity is suitable as a whole-staff activity, but it may also be used with the leadership team, a year level or faculty team, or a curriculum or professional development committee.

Materials required

- Board or butcher paper and writing instruments
- Handout 2.1: Fundamentals of successful Indigenous education
- Handout 2.2: Fundamentals — Implications for this school

Activity 2

Procedure

Introduce the topic. Say:

From recent examples of successful Indigenous education, we do know something about education for Indigenous students that genuinely works, and all of us can learn from this.

One large-scale project of particular interest grew out of the Commonwealth-funded Indigenous Education Strategic Initiatives Program, or IESIP.

Distribute Handout 2.1 and allow time for participants to read it.

Distribute Handout 2.2.

Work through each of the fundamentals as a group, recording suggestions either on the handout or on the board. **Identify** which of the fundamentals requires addressing. **Discuss** what form this action might take, such as:

- a more in-depth professional development session to consider possible action
- setting of focus groups to consider each of the identified fundamentals.

Reinforce the need for all the fundamentals to be part of a holistic approach. Evidence shows that an absence of any one will limit the potential for success.

Record conclusions or implications for further action and keep a copy for future reference.

Follow-up

Take the action or actions you have decided upon. Undertake some or all of the following activities in this resource.

Reference

McRae, D. et al. March 2000, *Education and Training for Indigenous Students: What has worked (and will again)*, Australian Curriculum Studies Association & National Curriculum Services, Canberra

Activity 2 (cont.)



Fundamentals of successful Indigenous education

There have been a number of recent examples of successful Indigenous education around the country, including the demonstration projects sponsored under the Wadu Strategy. As a result, we do know something about education for Indigenous students that genuinely works; all of us can learn from this.

One large-scale project of particular interest grew out of the Commonwealth-funded Indigenous Education Strategic Initiatives Program, or IESIP. In December 1997, the Commonwealth Government provided about \$12 million for a series of Strategic Results Projects which addressed this question:

What changes to education and student support delivery practices will result in improved Indigenous student learning outcomes within a relatively short period of time?

The results of the projects were evaluated and a set of fundamentals for successful Indigenous education were identified (McRae 2000). To improve outcomes for Indigenous students:

- they must be given **respect** — ‘[Self-respect and respect from others] are starting points for becoming an effective learner more fundamental than literacy and numeracy skills’ (p. 2).
- their **culture** and its relevant implications must be respected, recognised, supported and integrated in the processes of education and training
- they must be **taught well** — ‘Good relationships, trust, flexibility, individual concern and problem solving, perseverance, thoughtful observation and careful investigation of “best” teaching strategies and possibilities, knowledge of students’ backgrounds: that is what good teaching is’.
- they must **attend consistently** — ‘Regular attendance and consistent participation are key ingredients by which improved outcomes will be achieved’.

Reference

McRae, D. et al. March 2000, *Education and Training for Indigenous Students: What has worked (and will again)*, Australian Curriculum Studies Association & National Curriculum Services, Canberra.

Handout 2.1



Considering fundamentals of successful Indigenous education

Fundamentals — Implications for this school

Fundamentals	The situation in this school	Implications for further action
Respect	<p>The self-esteem of Indigenous students in this school or organisation is enhanced by:</p> <ul style="list-style-type: none"> • • • • 	
Culture	<p>The aspects of Indigenous culture that are recognised and valued in this school or organisation are:</p> <ul style="list-style-type: none"> • • • • 	
Teaching	<p>The best teaching for Indigenous students that occurs in this school is characterised by:</p> <ul style="list-style-type: none"> • • • 	
Attendance	<p>This school or organisation encourages and supports regular and consistent attendance of Indigenous students by:</p> <ul style="list-style-type: none"> • • • • 	

Handout 2.2



Activity 3

Improving cultural recognition, acknowledgement and support

If you did Activity 2, your group would have identified if any of the key fundamentals for successful Indigenous education were lacking in the school. Activities 3, 4, and 5 are designed as a follow-up, to consider in greater depth how you can address any identified need.

Aim

To consider how failure to provide cultural recognition, acknowledgement and support can be addressed.

Estimated time

1.5 hours

Participants

This activity would be suitable for the whole staff. Include, where possible, people with an understanding of the importance of involving the local Indigenous community.

Materials required

- Overhead projector
- Board or butcher paper and writing instruments
- OHT 3.1: Key factors of successful education for Indigenous students
- Notes on how Indigenous culture is treated in your school (from Activity 2 or prepare)
- Handout 3.1: Cultural recognition, acknowledgement and support

Activity 3

Procedure

Show only the dot points on OHT 3.1. Emphasise the need for a holistic approach and that evidence shows the absence of any of the three factors will limit the potential for success. Say: Our focus today is on the first of these factors.

Refer to and **discuss** the notes on how Indigenous culture is treated in your school. Add any further suggestions that arise from discussion.

Reveal the remainder of OHT 3.1.

Discuss with the group the extent to which active and effective relationships with the local Indigenous community is considered an area needing further development in your school.

Distribute Handout 3.1.

Allow time for participants to read it.

Facilitate discussion about the approaches that work best; are any of them in place?

If the group is small, **complete** the following section as a whole group. If not, divide into smaller groups.

Write the following on the board, leaving space under each one for responses:

The things we do really well to promote cultural recognition, acknowledgement and support for Indigenous students are:

Where we fall down in developing cultural recognition, acknowledgement and support for Indigenous students is:

The best way we could strengthen cultural recognition, acknowledgement and support for Indigenous students would be to:

The sentences are to be completed by the groups.

If working with a single group, **record** responses on the board. If working with small groups, take responses from each group and **record** them on the board (excluding repetitions).

Discuss the responses and the implications for further action.

Draw up a list of specific actions that need to be taken.

Activity 3 (cont.)

Follow-up

- Discuss and decide the next steps to be taken; for example, identify the people responsible for implementing the specific actions.
- Arrange for the outcomes of this session to be shared with the groups considering the other key factors, that is, the development of skills, and participation.
- Consider the need for further professional development in developing active and effective relationships between the local Indigenous community and the school. Two resources that can help with cultural protocols are *Look, Listen, Learn to Share our Ways* (Australian National Training Authority 1998, Melbourne), and *Aboriginal Protocol Guidelines* (OTEN-DE 1998, New South Wales).

Activity 3 (cont.)



Key factors of successful Indigenous education

- Cultural recognition, acknowledgement and support
- The development of requisite skills
- Adequate levels of participation

‘Cultural support, recognition and acknowledgement can only be achieved by active and effective relationships between Indigenous communities and those who work in schools and training institutions. Both parties have a role to play.’

Reference

McRae, D. et al. 2000, *Education and Training for Indigenous Students: What has worked (and will again)*, Australian Curriculum Studies Association and National Curriculum Services, Canberra, p. 6.

OHT 3.1



Improving cultural recognition, acknowledgement and support

Cultural recognition, acknowledgement and support

What has worked (and will again) (McRae 2000, p. 7) states that ‘respect for, and understanding of Indigenous cultures are fundamental prerequisites for improving the levels of achievement of Indigenous students’ and that success arises from:

- the establishment of good personal relationships and mutual trust — as the Aboriginal and Torres Strait Islander Peoples Training Advisory Council has explained, ‘approaches which ignore the needs of our people as a group are culturally inappropriate, and based on all the available research evidence, are very likely not to produce sustainable outcomes’
- flexibility and a willingness to modify conventional arrangements where needed to cater for different cultural values and to meet the specific needs of Indigenous students
- clear identification of the wishes of local communities, followed by the soliciting of advice and support that will be effective in the local context.

Some of the strategies that work best in relation to cultural recognition, acknowledgment and support and produce higher levels of motivation and engagement amongst students include:

- ensuring high levels of involvement by Indigenous people in the management and delivery of project work
- building a community of peers and a ‘home’ for Indigenous students in the school, such as a defined space for students, their parents and other community members, especially where Indigenous students are only a minority of the total student intake and may feel socially isolated
- recognising and teaching Indigenous languages
- providing cultural reference points and expression, most commonly by involving Indigenous people, such as community Elders, as mentors to students and for sharing knowledge and skills.

Reference

McRae, D. et al. 2000, *Education and Training for Indigenous Students: What has worked (and will again)*, Australian Curriculum Studies Association and National Curriculum Services, Canberra, p. 7.

Handout 3.1



Activity 4

Considering the development of skills of Indigenous students

If you did Activity 2, your group would have identified if any of the key fundamentals for successful Indigenous education were lacking in the school. Activities 3, 4 and 5 are designed as a follow-up, to consider in greater depth how you can address any lack. In considering the fundamentals required for successful Indigenous education, it is suggested that Activities 4 and 5 be undertaken in conjunction.

Aim

To consider ways to improve the development of skills of Indigenous students.

Estimated time

1 hour

Participants

This activity could be undertaken by the staff as a whole. Include, where possible, people with an understanding of the importance of involving the local Indigenous community.

Materials required

- Overhead projector
- Board or butcher paper and writing instruments
- OHT 4.1: Key factors of successful Indigenous education
- Notes on how the teaching in your school serves Indigenous students (from Activity 2 or prepare)
- Handout 4.1: A good education for Indigenous students

Procedure

Show only the dot points on OHT 4.1. Emphasise the need for a holistic approach and that evidence shows the absence of any of the three factors will limit the potential for success. Say: Our focus today is on the second of these factors.

Activity 4

Discuss the notes on how the teaching in your school serves Indigenous students. Add any suggestions that arise from discussion.

Distribute Handout 4.1 and allow time for participants to read it.

Facilitate discussion about which of the statements match your list of the best teaching for Indigenous students occurring in the school and which do not.

Ask if there are any good teaching characteristics that participants would like to add to the table on Handout 4.1. Take suggestions. Decide as a group if they should be added and rated.

Ask participants to consider each of the statements in relation to the school, and circle a rating for each one on their handout. Allow 5 minutes for this.

Ask participants to form into small groups (if applicable). Explain that the aim is to consider the individual results and to reach a consensus. Assign someone to record the consensus ratings. Allow 20 minutes for completing this task.

On the board, **list** the number of each statement (including any added statements, numbered accordingly). Write the rating assigned by each of the groups.

Discuss the results. Identify and record:

- the major strength on which the school can build
- the main weakness that needs to be addressed.

Reveal the remainder of OHT 4.1 and discuss whether teachers' high expectations of and sensitivity to students have been addressed as major strengths.

Discuss the key actions the school can take to build on its strengths and weaknesses, including the ways in which schools can encourage and facilitate support from home.

Follow-up

Identify members to form task groups to lead the change process.

Activity 4 (cont.)



Key factors of successful Indigenous education

- Cultural recognition, acknowledgement and support
- The development of requisite skills
- Adequate levels of participation

‘The development of requisite skills will evolve from teachers’ high expectations of students and the skill, and especially the sensitivity with which they approach their work.’

Reference

McRae, D. et al. 2000, *What has worked, and will again: Education and training for Indigenous students*, Australian Curriculum Studies Association and National Curriculum Services, Canberra, p. 6.

OHT 4.1



Considering the development of skills of Indigenous students

A good education for Indigenous students

Consider each of the following statements about 'a good education' for Indigenous students and rate them for your school on a scale of 1 to 5:

1. A serious weakness
2. A moderate weakness
3. Neither a weakness nor a strength
4. A moderate strength
5. A major strength

Statement	Rating				
1. Students and teachers are aware of the demands and expectations of the school and its programs.	1	2	3	4	5
2. What is learned makes sense to the learners.	1	2	3	4	5
3. Teachers believe that all learners can and will succeed.	1	2	3	4	5
4. Teaching practice is based on a series of well-structured steps relevant to the background knowledge and general competence of the learners.	1	2	3	4	5
5. Teaching strategies include a significant amount of clear and explicit guidance (direct teaching) and modelling.	1	2	3	4	5
6. It is accepted that students learn at a different pace.	1	2	3	4	5
7. Students who do not understand the first time are provided with additional attention and support.	1	2	3	4	5
8. A range of teaching strategies is used to engage students and elicit a positive response.	1	2	3	4	5

Reference

McRae, D. et al. 2000, *Education and Training for Indigenous Students: What has worked (and will again)*, Australian Curriculum Studies Association and National Curriculum Services, Canberra.

Handout 4.1



Activity 5 ***Improving participation***

If you did Activity 2, your group would have identified if any of the key fundamentals for successful Indigenous education were lacking in the school. Activities, 3, 4 and 5 are designed as a follow-up, to consider in greater depth any identified need. It is suggested that Activities 4 and 5 be undertaken in conjunction.

Aim

To consider how to improve the participation of Indigenous students in the school's programs.

Estimated time

1 hour

Participants

A small leadership task group could undertake this activity. Include, where possible, people with an understanding of the importance of involving the local Indigenous community.

Preparation

Familiarise yourself with how your school monitors, records and follows up student absences. Prepare a handout (Handout 5.1) containing attendance data for the last 2 years collected from your school records for all students in years 9–12.

Materials required

- Overhead projector
- Board or butcher paper and writing instruments
- OHT 5.1: Key factors of successful Indigenous education
- Handout 5.1: Attendance data for the last 2 years collected from your school records for all students in years 9–12 (to be prepared)
- Notes on how your school encourages and supports regular attendance of Indigenous students (from Activity 2 or prepare)
- Handout 5.2: Participation

Activity 5

Procedure

Show OHT 5.1. Emphasise the need for a holistic approach and that evidence shows the absence of any of the three factors will limit the potential for success. Say: Our focus today is on the third of these factors.

Briefly **describe** the processes in place in your school for monitoring, recording and following up student absences.

Distribute Handout 5.1.

Ask the group to examine the data and determine:

- the average number of days absent per Indigenous student per year
- the average number of days absent per non-Indigenous student per year.

Ask the group to suggest why the statistics are so different for each group.

Record suggested explanations on the board.

Say: Two factors are relevant to participation — attendance and engagement. What strategies do we have in place for promoting attendance?

Discuss the notes on how your school encourages and supports attendance.

List responses on the board.

Ask: What strategies do we have in place for improving engagement?

List responses on the board.

Ask: How could our processes be improved?

Distribute Handout 5.2.

Ask the group to consider the question in relation to the information in Handout 5.2.

Record suggestions.

Activity 5 (cont.)

Follow-up

- Establish a task force to investigate the strategies for increasing the participation of Indigenous students, ensuring communication takes place with the appropriate members of the local Indigenous community. (Some ideas to consider are included in Handout 4.1.)
- Consider further professional development activities on improving engagement of Indigenous students in the school's programs, for example, Activity 6.

Activity 5 (cont.)



Key factors of successful Indigenous education

- Cultural recognition, acknowledgement and support
- The development of requisite skills
- Adequate levels of participation

‘Cultural support, recognition and acknowledgment can only be achieved by active and effective relationships between Indigenous communities and those who work in schools and training institutions. Both parties have a role to play. The development of requisite skills will evolve from teachers’ high expectations of students and the skill, and especially the sensitivity with which they approach their work. Support, even in limited forms from home, will aid this process. Adequate levels of participation will only be achieved by active encouragement from home and the provision of a welcoming and accepting climate in the institution.’

Reference

McRae, D. et al. 2000, *Education and Training for Indigenous Students: What has worked (and will again)*, Australian Curriculum Studies Association and National Curriculum Services, Canberra, p. 6.

OHT 5.1



Participation

Two factors are relevant here — attendance and engagement.

There is, not surprisingly, a strong correlation between student achievement and regular and consistent attendance. As *What has worked (and will again)* (McRae 2000, p. 11) states, ‘attendance is the first and fundamental requirement in achieving success in education or training. Little can or will happen without it.’

Schools and institutions involved in the Strategic Results Projects generally found that a case-management approach worked best for promoting improved attendance of Indigenous students. The approach includes ‘home visits and other forms of community liaison; an emphasis on personal contact with consistent follow-up where absence occurred; personal planning and goal-setting; some work-related studies and experiences; support with academic work; linkages (actual and/or electronic) with other students in similar situations; and counselling and mediation where problems were occurring’.

Attendance is only half the story. Just as important is the productive engagement of students whilst they are at school. One important strategy is increased contact between young people and adults who are not necessarily teachers — often in the form of mentoring, reducing class sizes and providing intensive one-to-one or small-group tutoring.

Other strategies include:

- establishing closer and less formal personal relationships between teachers and students
- establishing a more informal and less regimented learning environment
- providing increased opportunities for students to negotiate with teachers about their work
- adopting teaching methods that support the achievement of success in ways that are recognised, such as through displays and performances.

Reference

McRae, D. et al. 2000, *Education and Training for Indigenous Students: What has worked (and will again)*, Australian Curriculum Studies Association and National Curriculum Services, Canberra, p. 11.

Handout 5.2



Activity 6

Vocational learning for Indigenous students

Vocational learning programs, whether generic or with a specific industry focus, have the capacity to improve the attendance and engagement of Indigenous students and provide pathways into further education, training and employment.

Aim

To clarify participants' understanding of vocational learning and what it can offer students, and to consider the extent to which vocational learning is present in the school's curriculum, especially in years 9 and 10.

Estimated time

1 hour

Participants

This activity could be undertaken by teachers planning vocational learning programs for Indigenous students. The group should include the deputy or assistant principal, careers or VET counsellor, Learning Area convenors and the person responsible for the school's timetable.

Materials required

- Overhead projector
- Board or butcher paper and writing instruments
- Handout 6.1: Vocational learning and its role
- Handout 6.2: VET in Schools
- Handout 6.3: Life skills, attitudes and understandings
- Handout 6.4: Incorporating generic vocational learning programs in the curriculum

Activity 6

Procedure

Introduce the topic:

The MCEETYA VET in Schools Task Force has proposed that ‘each state and territory identifies the opportunities that exist in its curriculum for the development of Vocational Learning. Where appropriate, it is proposed that adjustments be made to the curriculum to enhance the opportunities for Vocational Learning’ (MCEETYA 2000, p. 117).

This task is as valid for a school as it is for an entire system.

Distribute Handout 6.1 and allow participants time to read it.

Facilitate discussion about the handout.

Distribute Handouts 6.2 and 6.3, which provide further information on vocational learning, and ask participants if they have a clear understanding of the two types of vocational learning.

Summarise as follows:

The term ‘vocational learning’ is used here to include not just formal industry-specific VET in Schools programs at years 11 and 12 that can provide credit towards an industry recognised national qualification, but also programs aimed at assisting students to develop generic life skills, understandings and attitudes relevant to a wide range of work environments, such as enterprise skills, the Key Competencies and the opportunity to view and experience the world of work. Such programs can be an integrating theme relevant to every Learning Area and at every year level.

Distribute Handout 6.4, and ask participants to form small groups according to Learning Areas (or related Learning Areas if numbers are small).

Write on the board:

Reflect on your current curriculum offerings and identify:

- existing activities and programs with a clear vocational learning focus
- opportunities to inject such a focus into the curriculum.

Ask teachers in each group to take down their own notes as they reflect on and discuss the two issues. Allow 20 minutes for this part of the activity.

Activity 6 (cont.)

Ask groups to re-form into year level or school sector (junior, middle, upper) groups, depending on numbers. Assign the role of note-taker to one group member.

Ask Learning Area teachers in the group to first share reflections regarding existing vocational learning aspects of their programs. Then ask each teacher to indicate if he/she is able to identify opportunities to inject such a focus into the curriculum.

The note-taker records what is currently provided in each of the various Learning Areas at each year level or in each school sector, and where teachers have indicated opportunities to improve the situation.

Ask each note-taker to report back to the whole group. Record the information on the board.

Facilitate whole-group discussion about the current provision and implications for further action.

Write suggestions on the board. These may include, or be added to, those listed below (see Follow-up). Decide, as a group, what action should be taken next and by whom.

Follow-up

- Explore options for finding out more about vocational learning and how it works. These may include planning further staff professional development through undertaking some or all of Activities 7–13.
- Establish a curriculum group to investigate which vocational learning programs are best suited to the Indigenous students in your school and which may be most productive in terms of employment, work placement or work experience in the local community.
- Set up a network with other schools implementing vocational learning programs for Indigenous students to find out what works for them and why. Join Wadu-net at: <http://www.vecosha.org.au/wadu/default.asp>.

Reference

MCEETYA March 2000, *New Pathways for Learning*, Report of the MCEETYA Task Force on Vocational Education and Training (VET) in Schools, Canberra.

Activity 6 (cont.)



Vocational learning and its role

Vocational learning is curriculum that seeks to promote in students an understanding of the world of work. It focuses on:

- the development of ‘a full range of generic skills, understandings and attitudes relevant to a wide range of work environments, both actual and virtual’;
- the application of these skills and competencies, often involving actual learning in the workplace and/or simulations in the classroom (MCEETYA March 2000).

In general, students can be expected to gain:

- a wide range of generic skills, enterprise attributes and the Key Competencies;
- an understanding of the changing nature of paid and unpaid work, full-time, part-time and casual work, the varying cultures of the workplace, as well as issues of the labour market;
- an understanding of the value of participation in community projects and activities;
- the information needed, as well as the capacity to plan and make choices about further education and training, career and employment options. (MCEETYA March 2000)

Vocational learning can therefore be seen as of benefit to all students.

Vocational Learning for Indigenous Students

As indicated by the MCEETYA Task Force on VET in Schools (MCEETYA March 2000) a number of reports suggest a particular need to emphasise vocational learning in curriculum provision for ‘those students at risk of leaving school early, arguing that lack of work-readiness, together with low levels of literacy and numeracy, are major factors in their lack of success in the labour market’.

One of these reports, the IESIP Report, which established the characteristics of a good education for Indigenous students, states that:

Providing Indigenous secondary students with employment-related training and/or industry specific skills can assist in encouraging student attendance and retention at school, while also providing pathways into further education and training, or employment.

(McRae 2000, p. 39).

Handout 6.1



Vocational learning for Indigenous students

In addition, the report suggests that:

- ‘students are more likely to engage in literacy and numeracy programs if they can see a connection to the development of industry related competencies and pathways to genuine employment’;
- ‘the competency-based approach of VET better suits students who need some additional support by making requirements very clear and having regular staging points for success achieved and noted’. (McRae 2000, p. 42)

Some of the advantages of vocational learning programs for Indigenous students in your school result from the opportunities such programs give them to:

- gain key life skills and explore ways to apply them to improve their own local communities;
- integrate theory and practice;
- build on work, life and community experiences outside of the classroom; and
- pursue a defined pathway to continuing education, training and/or work.

References

MCEETYA March 2000, *New Pathways for Learning*, Report of the MCEETYA Task Force on Vocational Education and Training (VET) in Schools, Canberra.

McRae, D. et al. March 2000, *Education and Training for Indigenous Students: What has worked (and will again)*, Australian Curriculum Studies Association & National Curriculum Services, Canberra.

Handout 6.1 (cont.)



VET in Schools

Vocational Education and Training (VET) is a key component of the vocational learning programs provided by schools and other organisations.

According to Partnerships for Growth (MCEETYA 1999, p. 43):

Throughout Australia, VET in Schools programs are clearly recognised as industry specific entry level training programs which deliver competencies endorsed within the National Training Framework and provide credit towards a credential within the Australian Qualifications Framework. These entry level training programs are also accredited within senior secondary certificates and have industry recognition. In the main, they provide a pathway for full-time students, although the recently-developed part-time New Apprenticeships for school students involve a contract of training and paid employment.

The sort of school-workplace learning embodied in VET programs can be of benefit to all members of your school community. According to *Wadu: National Vocational Learning Strategy for Young Indigenous Australians* (ATSIPTAC & ASTF 1998, p. 12) these benefits will see the following:

Students

- leave your school with qualifications recognised by both the education system and industry, giving them more choices in life;
- receive credit towards traineeships, apprenticeships and TAFE courses, giving them a head-start in employment and further training;
- get hands-on experience in their chosen industries, allowing them to make better career choices.

Employers

- have direct input into vocational education, meaning that your students gain skills which are more relevant to their workplace;
- have access to your student as trainees, and therefore as potential employees;
- are able to increase the skills of their own staff, because they can gain valuable training and supervision experience;
- gain a higher community profile, as parents and students recognise the value of school-workplace learning.

Handout 6.2



Vocational learning for Indigenous students

Teachers

- benefit from their students being more interested in their studies;
- have the opportunity to develop their skills in areas outside teaching;
- achieve a more flexible and stimulating environment.

Community organisations and education agencies

- establish contact with young people in your school, which makes for better awareness of their services;
- get more young people involved in their activities;
- make contact with your school, allowing you to work together on common goals.

References

ATSIPTAC & ASTF 1998, 'Wadu: National Vocational Learning Strategy for Young Indigenous Australians', Consultation Paper, Melbourne.

MCEETYA April 1999, *Partnerships for Growth*, Report of the MCEETYA Task Force on Vocational Education and Training (VET) in Schools, Canberra.

Handout 6.2 (cont.)



Life skills, attitudes and understandings

Developing enterprising skills

Although formal VET programs are important, especially for students who stay on into years 11 and 12, they are not the sum total of the vocational learning you can provide in your school.

Just as important, especially in years 9 and 10, is the provision of the sort of enterprise education programs which, according to the Commonwealth Minister for Education, Training and Youth Affairs, Dr David Kemp (seminar address June 1999), encourage young people to 'develop imagination, initiative, determination, persistence and enterprising qualities that they can apply in all aspects of their lives'.

Enterprising skills and attributes

The enterprising skills and attributes that such programs can assist your students to acquire include:

- generating and using creative ideas and processes
- identifying, creating, assessing and taking advantage of opportunities
- using initiative
- identifying, assessing and managing risks
- gathering and managing resources
- matching personal strengths and weaknesses to undertakings
- being flexible and dealing with change
- monitoring and evaluating personal and others' performance
- using interpersonal communication and influencing skills.

The enterprising skills and attributes complement the Key Competencies agreed to by all education and training Ministers in Australia, and which are incorporated in all sets of nationally endorsed industry competency standards.

Handout 6.3



The Key Competencies

The Key Competencies are:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others in teams
- using mathematical ideas and techniques
- solving problems
- using technology.

Handout 6.3 (cont.)



Vocational learning for Indigenous students

Incorporating vocational learning in the curriculum

Vocational learning can be an integrating theme across a broad general education relevant to each and every Key Learning Area (KLA).

Vocational learning could occur in a variety of settings, in your school, such as:

- studying one or more specific KLAs, designed to enhance students' knowledge of work, workplace culture and career options
- participating in community-based programs and/or school-industry partnerships outside of the classroom
- pursuing formal career and enterprise education programs
- undertaking school or external activities aimed at developing particular skills and attributes such as those embodied in the Key Competencies
- engaging in experiential learning processes that involve contact with adults other than teachers, as well as working to resolve real problems.

Reference

MCEETYA April 1999, *Partnerships for Growth*, Report of the MCEETYA Task Force on Vocational Education and Training (VET) in Schools, Canberra.

Handout 6.4



Activity 7 ***Implementing enterprise education***

Activities 7 to 10 are each designed to explore, in detail, key aspects of vocational teaching and learning programs. The focus of Activity 7 is enterprise education.

Aims

- To develop a clearer understanding of what is meant by the term ‘enterprise education’.
- To consider a range of models by which enterprise education can be incorporated into a school’s teaching and learning programs.
- To consider the applicability of the models to the context of the school.

Estimated time

1.5 hours

Participants

A curriculum planning group that includes the curriculum coordinator and staff members representing the range of Learning Areas and relevant year levels could do this activity. Include, where possible, people with an understanding of the importance of involving the local Indigenous community.

Materials required

- Overhead projector
- Board or butcher paper and writing instruments
- Notes from Activity 6 relating to current provision of vocational learning and implications for increasing this provision, or prepare similar notes
- OHT 7.1: Enterprising skills and attributes
- Handout 7.1: Enterprise education
- Handout 7.2: Implementing enterprise education

Activity 7

Procedure

Introduce the activity as follows:

Vocational learning comprises formal VET programs, directed most commonly at students who stay on into years 11 and 12, which are industry-specific and which deliver competencies endorsed within the National Training Framework and provide credit towards a qualification within the Australian Qualifications Framework.

Important as they are, we have seen that they are not the sum total of the vocational learning a school can provide. Just as important, especially in years 9 and 10, is the provision of the sort of vocational programs aimed at assisting students to develop generic life skills, understandings and attitudes relevant to a wide range of work environments.

Explain that the focus for today's activity is to consider one of the programs aimed at developing generic life skills: enterprise education. Say: We will be looking at the potential of enterprise education for engaging our Indigenous students. We will consider various models of implementation and see if they are applicable to this school.

Ask: What do you understand by the term 'enterprise education'? Take responses orally.

Show OHT 7.1 and allow a few minutes for the participants to read it.

Facilitate discussion about the list as an example of generic life skills: a range of skills and attitudes that will equip students for the lifelong learning needed to succeed in an ever-changing, increasingly global world.

Ask: How does the list match your previous perceptions? Did you understand the concept to be as broad and generic as this list, or more specifically business-related?

Ask: How can we incorporate activities and programs in our school that will encourage the development of these capabilities?

Explain that you are going to look at various ways in which this has been done in other schools.

Distribute Handout 7.1 and allow time to read it.

Discuss the six approaches to enterprise education, clarifying what is understood by each.

Distribute Handout 7.2 and copies of your prepared notes (see 'Materials required').

Activity 7 (cont.)

Ask participants to work as a group and complete Handout 7.2 using your notes from Activity 6 and Handout 7.1.

Discuss the results and the implications for further action in specific Learning Areas and at specific year levels.

Follow-up

Establish a group to investigate further the directions provided by this activity:

- What professional development may be required for other staff members?
- Are other schools in the vicinity (including primary schools) already implementing similar programs for Indigenous students? Find out what works for them and why.
- Join the Wadu online network at <http://www.vecoschools.org.au/wadu> to access information from other schools around the country that might inform the school's program decisions.



Enterprising skills and attributes

- generating and using creative ideas and processes
- identifying, creating, assessing and taking opportunities
- using initiative
- identifying, assessing and managing risks
- gathering and managing resources
- matching personal strengths and weaknesses to undertakings
- being flexible and dealing with change
- monitoring and evaluating personal and others' performance
- using interpersonal communication and influencing skills

Reference

Department of Education, Training and Youth Affairs
(unpublished), *Creating an Enterprise Culture in Your School*.

OHT 7.1



Enterprise education

Introduction

You can find out more information about enterprise education on Curriculum Corporation's website at <http://www.curriculum.edu.au>. Enterprise education programs seek to develop a range of skills and attitudes in students that will equip them for the lifelong learning needed to succeed in an ever-changing, increasingly global world As stated in *Creating an Enterprise Culture in Your Schools* (DETYA unpublished):

Introducing Enterprise education into your school is likely to be most effective when it is done on a whole-school basis. Enterprise education lends itself particularly well to cross-curricular implementation...

Enterprise education can be located clearly in particular learning areas such as Technology (Technology and enterprise in Western Australia) and Studies of society and the environment (or Human society and its environment in New South Wales).

Enterprise education is, as already suggested, about both:

- preparing students for a highly competitive world where they may need to create their own opportunities as much as seize those that emerge;
- good teaching practice, which empowers students to be better learners.

Enterprise education is therefore clearly appropriate in all learning areas.

Enterprising attributes could be developed by the English teacher who provides students with research skills and then encourages them to use those skills in creative ways to respond appropriately to the environment in which they find themselves.

Enterprising attributes could be developed by the Drama teacher who seeks to empower students by teaching them to produce, manage and publicise a play, as well as how to act...

The Science teacher could encourage students to work together in groups to try out a particular theory in practice and then report back to the whole class on what they have learned.

Handout 7.1



Implementing enterprise education

The Studies of society and the environment/Human society and environment teacher could oversee the development of a class, or even whole school enterprise, and provide students with concrete advice on career options in business and industry, especially the opportunities available in the growth areas of small business and self-employment.

Ways to implement enterprise education

Some of the ways enterprise education can be implemented in the curriculum are:

- subject-based
- using appropriate teaching and learning strategies
- activity-based
- thematic, topic-based or module-based
- cross-curricular
- extra-curricular or co-curricular.

These six approaches are not, of course, mutually exclusive. Your school can choose to implement whatever combination is appropriate to your circumstances.

Subject-based implementation

Enterprising ventures can be included in all learning areas in the curriculum. For example

- the Tasmanian primary school that produced hand-made paper, and designed and created quality crafts and souvenirs for sale as part of its Arts program;
- the New South Wales secondary school where students established and operated a company to manufacture and sell therapeutic pillows as part of their Business studies course.

Using appropriate teaching and learning strategies

Enterprise education ultimately requires good teaching practice. Teachers in all learning areas are equally able to use an enterprise education approach to empower students and allow for increased negotiation of both subject content and teaching approach.

Handout 7.1 (cont.)



Activity-based implementation

A school could choose to suspend the normal timetable for a period of time to allow students to undertake projects, tasks and activities that promote the development of enterprise attributes and skills. For example:

- the remote Anglican school in Queensland where all students in the junior years were involved in presenting a circus wonderworld for parents and other members of the community;
- the regional community school in South Australia where students annually participate in a five-day camp to investigate local enterprises and complete a work book on their visits.

Thematic, topic-based or module-based activities

The curriculum may be structured to enable students to do a topic or module that focuses on the development of particular enterprise skills. For example:

- the cluster of primary schools in the ACT that conducted a business simulation project to develop students' planning and communication skills;
- the community college in Western Australia where junior secondary students designed and made 'basic disaster relief packages' to enhance their capacity to use technology safely, and to plan and develop products appropriate to a selected community.

Cross-curricular activity

Enterprising skills and attributes often can be developed best through an activity that combines teaching and learning from a number of different curriculum areas and that links well to existing courses. For example:

- the New South Wales primary school that integrated a school-based economy and social system founded on a number of successful school enterprises, and a major environmental and recycling program;
- the Tasmanian district high school where a group of students worked in three of their subjects to produce a community resource providing information on important local services.

Handout 7.1 (cont.)



Implementing enterprise education

Extra-curricular or co-curricular activity

Enterprising skills and attributes can ... be developed through activities that are not strictly part of the timetabled curriculum, but instead are school-supported activities in which students may choose to become involved. For example:

- the Queensland primary school where students maintain and improve the school's physical environment through a combination of caretaking, and the design and construction of facilities;
- the Victorian secondary college where students developed and implemented commercially enterprising ideas for defined school occasions, such as healthy snack packs for a parent-teacher night.

Reference

Department of Education, Training and Youth Affairs (unpublished), *Creating an Enterprise Culture in Your School*, Curriculum Corporation, Melbourne.

Handout 7.1 (cont.)



Implementing enterprise education

Approach	Activities in place to support the approach	Opportunities to strengthen or implement the approach	Community linkages to support implementation
Subject-based			
An approach to teaching and learning			
Activity-based			
Thematic, topic-based or module-based			
Cross-curricular			
Extra-curricular or co-curricular			

Handout 7.2



Activity 8 ***Incorporating the Key Competencies***

Activities 7 to 10 are each designed to explore, in detail, key aspects of vocational teaching and learning programs. The focus of Activity 8 is incorporating Key Competencies in the curriculum.

Aims

- To develop a clear understanding of what is meant by the term ‘Key Competencies’.
- To consider the extent to which the Key Competencies are already incorporated into your school’s teaching and assessment programs.
- To consider whether this is adequate or needs to be addressed.

Estimated time

1 hour

Participants

A faculty or cross-faculty group could undertake this activity.

Preparation

Ask participants to bring to the session samples of the curriculum programs and activities they are currently implementing in the school.

Materials required

- Overhead projector
- Board or butcher paper and writing instruments
- OHT 8.1: The Key Competencies
- Handout 8.1: The Key Competencies

Activity 8

Procedure

Introduce the activity by reviewing the information addressed in Activity 6 as follows:

Vocational learning comprises formal VET programs which are directed most commonly for students who stay on into years 11 and 12. These are usually industry-specific and deliver competencies endorsed within the National Training Framework and provide credit towards a credential within the Australian Qualifications Framework.

Vocational learning also includes the development of generic life skills, understandings and attitudes relevant to a wide range of work environments.

Explain that the focus for today's activity is to consider the extent to which the Key Competencies, a nationally agreed set of generic life skills, are explicitly addressed by the school's teaching and assessment programs.

Display OHT 8.1 and facilitate discussion about the Key Competencies, including the extent to which staff members are familiar with them and their State or Territory's education policy in relation to their inclusion in the curriculum.

Distribute Handout 8.1 and allow time to read it.

Facilitate discussion about the implications of the requirement that the Key Competencies be included in the teaching and assessment programs for every Learning Area and at all levels of secondary education. If you are working with a large group, ask them to form smaller groups as appropriate for your situation. These groupings may be according to Learning Areas, year levels or mixed.

Write the following instructions on the board:

Examine the content of the curriculum materials you have brought along and identify:

- ways in which the Key Competencies are addressed
- ways in which the Key Competencies could be addressed more explicitly
- those assessment approaches that judge and report on achievement of the Key Competencies
- other options to more explicitly assess and report on the Key Competencies.

Ask, on completion of the task: How effective do you think your teaching and assessment programs have been in meeting the requirements for inclusion of the Key Competencies?

Activity 8 (cont.)

Facilitate discussion about the extent to which the issue needs to be addressed further and as to what might be the preferred approach: for example, across curriculum or within Learning Area groups, within year levels or school sectors.

Follow-up

Establish a group to investigate further the directions provided by this activity:

- Investigate whether all or some of the Key Competencies are incorporated in the customs and values of the local Indigenous community. This information can provide a basis for improving the relevance of classroom programs to Indigenous students and therefore their interest in them.
- Investigate how other schools are addressing the requirement.
- If additional reading material or professional development is required, investigate what is available.

Activity 8 (cont.)



The Key Competencies

The Key Competencies are a set of seven generic capabilities, or life skills, that have been agreed to by all education and training ministers in Australia and incorporated in all sets of nationally endorsed industry competency standards.

The Key Competencies are:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others in teams
- using mathematical ideas and techniques
- solving problems
- using technology.

OHT 8.1



The Key Competencies

The seven Key Competencies are essential for effective participation in work and work organisation. They are:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others in teams
- using mathematical ideas and techniques
- solving problems
- using technology.

According to the Australian Curriculum Assessment and Certification Authorities (ACACA):

- the Key Competencies should be explicitly embedded in the curriculum
- an opportunity for Key Competency assessment should be provided for all secondary students
- assessment will generally be on the basis of teacher judgement.

The knowledge and skills required of the Key Competencies are already addressed in many courses of study, though they may need to be made more explicit and their assessment given a stronger emphasis.

Handout 8.1



Activity 9

Providing work readiness and experience

Activities 7 to 10 are each designed to explore, in detail, key aspects of vocational teaching and learning programs. The focus of Activity 9 is providing opportunities for work readiness and experience.

Aims

- To consider the characteristics of effective work readiness and experience programs in schools.
- To assess the school's current programs in relation to these characteristics.
- To identify if or what change is necessary to maximise Indigenous students' preparedness for work.

Estimated time

1 hour

Participants

Present this activity to a team that includes the school's career or vocational education coordinator, the local cluster coordinator (if appropriate), coordinators for years 9 and 10, teachers involved in work readiness and experience programs at these levels, a supportive employer representative and a representative of the local Indigenous community.

Preparation

Collect information about the school's current policy and programs relating to work readiness and experience programs. Ask participants to bring to the session samples of the preparation and activities undertaken as part of their involvement in work readiness and experience programs.

Materials required

- Board or butcher paper and writing instruments
- Handout 9.1: Programs that work best
- Handout 9.2: Preparing your students

Activity 9

Procedure

Introduce the activity by reviewing the information learnt in previous activities as follows:

Vocational learning comprises formal VET programs, directed most commonly at students who stay on into years 11 and 12, which are industry-specific and which deliver competencies endorsed within the National Training Framework and provide credit towards a credential within the Australian Qualifications Framework.

Vocational learning also includes the development of generic life skills, understandings and attitudes relevant to a wide range of work environments. Therefore, it is important to have in place policies and programs that maximise students' opportunities to experience success in work environments, whether they be excursions, short-term experience placements, or longer term structured workplace learning programs.

Explain that the purpose of this activity is to consider the characteristics of effective work readiness and experience programs in schools, and to assess if the school's current programs maximise opportunities for Indigenous students to be prepared for and have successful work environment experiences.

Distribute Handout 9.1 and allow time for participants to read it.

Facilitate discussion about the school's current provisions at years 9 and 10. They may include individual or small-group visits, class excursions and work experience programs (one or two weeks).

Discuss how effective these have been for students in general, and for Indigenous students in particular.

Explain that the focus for the next part of the session is going to be on the first seven of the characteristics listed in Handout 9.1, and that the last one, *adequate preparation of students for the workplace*, will be addressed separately.

Activity 9 (cont.)

Ask participants, working in pairs or as a small group, to consider the work readiness and experience policy and program documents and materials they have brought along, and to evaluate them against the first seven criteria for effective programs listed in the handout. Suggest they give a 1 to 5 rating for each criterion where:

- 1 = very poor
- 2 = poor
- 3 = average
- 4 = good
- 5 = very good.

Facilitate discussion, when the rating is complete, about the overall effectiveness of the school's programs and policies, and areas of relative strength or weakness that may have been identified. List them on the board.

Brainstorm a set of strategies to improve performance in areas of weakness.

Record the strategies and consider their feasibility as a group.

Decide, as a group, the next steps to be taken to implement selected strategies, or to undertake further investigation of strategies if that is required.

Distribute Handout 9.2 and facilitate discussion about the items listed.

Ask participants, working in pairs or as a small group, to consider the ways they prepare students for work readiness and experience in comparison with those on the list.

Ask: Are there any things we are doing that you would add to the list, particularly those with a focus on supporting Indigenous students during work site visits or placements?

Conduct a brainstorm if ideas are not forthcoming. Ideas may include, for example, placing a student at a workplace with another student rather than alone, finding a work placement where a mentor or Indigenous role model is available, having a 'work clothing' pool and organising transport if students have difficulty getting to the work site.

Follow-up

- Decide who will be responsible for implementing selected strategies for improving the effectiveness of work readiness and experience programs or, if the need was identified, for investigation of strategies.
- Consider consulting with other schools about strategies used.
- Organise an employer night where employers can talk to the school about what they consider to be important information for successful work placement.

Activity 9 (cont.)



Programs that work best

Students, especially those in years 9 and 10, learn valuable life skills through exposure to the workplace, either through work visit or work experience programs. You can do this in a range of different ways — from individual or class visits on an excursion basis to one-week work experience programs.

Programs that work best have these qualities (Keating & Zbar 1994):

- a clear local or community focus, based on partnership and the involvement of all relevant parties which, in the case of Indigenous students, must involve the local Indigenous community
- a broad range of students, each of whom gains recognition and credit for their work
- flexible delivery to accommodate the needs of local employers
- a structured approach to workplace learning integrated with the broader school curriculum, including the assessment tasks
- regular teacher contact with the workplace and the students in the workplace
- appropriate training curriculum for those engaged in work experience
- a balanced workload for students so that they do not miss out, or have to catch up on other important curriculum work while out of the school
- students who are adequately prepared for the workplace with relevant information and advice, in particular, their responsibilities and rights.

Reference

Keating, J. & Zbar, V. 1994, *School Industry Links: Experiences from two Australian regions*, A report for the Dusseldorp Skills Forum, Sydney.

Handout 9.1



Preparing your students

Your students must be prepared for the experience if it is to contribute to their life skills. Brief them on:

- what is expected of them in the workplace, including the tasks they will be expected to perform, the training they will receive and any assessment that may apply
- workplace behaviour and etiquette, including the importance of punctuality and regular attendance and appropriate standards of dress
- finding the workplace, working out how to get there and how long it will take
- who to report to in the workplace and who to contact if they have a problem or complaint
- occupational health and safety issues, including what to do in case of an accident.

A copy of the organisation's policy and procedures manual would help students be prepared, if the employer has one and is happy for you to have it.

Handout 9.2



Activity 10

Providing career education and guidance

Activities 7 to 10 are each designed to explore, in detail, key aspects of vocational teaching and learning programs. The focus of Activity 10 is providing career education and guidance.

Aim

To consider the kinds of content and activities that provide the most appropriate and effective career education and guidance for secondary students, particularly for Indigenous students.

Estimated time

1 hour

Participants

Present this activity to a team that includes the careers counsellor, the VET counsellor and teachers involved in careers counselling or teaching, and representatives from the curriculum committee and year level coordinators (middle and senior school).

Preparation

Ask participants to bring policy and programs relating to career education and guidance and examples, if any, of activities currently provided.

Materials required

- Board or butcher paper and writing instruments
- Handout 10.1: Career education and guidance

Activity 10

Procedure

Introduce the activity as follows:

The development of students' generic life skills, understandings and attitudes relevant to a wide range of work environments is an important aspect of preparation for life after school. As part of this, we must provide careers education and guidance for students that acknowledges and builds on their abilities and provides effective education about career options and the world of work.

Explain that the purpose of this activity is to consider the kinds of content and activities that comprise effective career education programs with a view to adjusting existing programs if indicated.

Facilitate discussion about the school's current provision at middle and senior school levels, using the material on existing programs and activities you brought with you.

Discuss how effective these have been for students in general, and for Indigenous students in particular.

Distribute Handout 10.1 and allow time for participants to read it.

Facilitate discussion about the relationship between the Career Education Association of Western Australia (CEAWA) student tasks and the elements of 'effective career education'.

Ask participants, working in small groups, to consider the four tasks of career education advanced by the CEAWA to develop or modify a curriculum activity for students for each of the tasks.

Follow-up

- Access more information about effective careers education programs.
- Establish if professional development is required in this area and investigate options.
- Conduct an information giving and getting session for Indigenous students, their parents and representatives of the community to consider other perspectives for appropriate careers programs.

Activity 10 (cont.)



Career education and guidance

Careers education can be seen to include ‘the provision of careers curriculum, careers information, careers guidance and linkages with the world of work’ (Willett 1999a).

The Career Education Association of Western Australia (CEAWA) suggests that there are four distinct, but interrelated types of student tasks that make up career education:

- learning about self in relation to work, to enable students to become more aware of their own personal abilities, values and interests
- learning about the world of work, including the investigation, exploration and analysis of the world of work throughout their schooling
- learning to make career plans and decisions
- implementing career decisions and managing work transitions.

Educational and vocational pathways

One of the Strategic Results Projects in the Indigenous Education Strategic Initiatives Program (IESIP) (McRae 2000) sought to enable students to make informed decisions about their educational and vocational pathways, while providing relevant information on New Apprenticeships, TAFE courses and higher educational programs via the Internet:

- It developed and then trialled curriculum modules designed to improve students’ individual planning skills, their choice of possible career options, the gathering of information related to their individual interests, and so on.
- It developed an Australian job guide to highlight job vacancies throughout the region.

People involved in the project reported that such career education and advice was popular with the students and encouraged them to consider a range of potential career pathways. They went on to suggest that ‘there are limited sources of information available to Indigenous students and this project, which promotes powerful, identifiable and accessible pathways into employment avenues should be incorporated into school curricula far more broadly’ (McRae 2000, p. 115).

Handout 10.1



Effective career education

For your career education programs and advice to be effective, they will need to be designed so your students can:

- identify a range of potential pathways appropriate to them, matched to their interests as well as their own distinctive skills and capacities
- know and prepare for these pathways by undertaking appropriate studies in school and building on their studies through a range of relevant extra-curricular activities
- develop the knowledge and skills required for effective planning, especially in relation to handling job or other interviews, communicating effectively and working with others.

References

McRae, D. et al. March 2000, *Education and Training for Indigenous Students: What Works? Explorations in improving outcomes for Indigenous students*, Australian Curriculum Studies Association & National Curriculum Services, Canberra.

Willett, J. 1999, *Careers Education Quality Framework*, ASTF and Career Education Association of Victoria (CEAV), Canberra.

Handout 10.1 (cont.)



Activity 11 ***Understanding Training Packages***

Schools planning on implementing a VET in Schools program will need to consider carefully which industry areas are most appropriate for their target group and their community.

A decision about industry areas must include careful consideration of the training competency standards and assessment requirements in order to determine what the school is able to deliver, either alone (if the school is a Registered Training Organisation) or in a partnership arrangement. This information is contained in each industry area's Training Package.

Aim

To either introduce Training Packages generally or, if an industry area is already being considered, look at the requirements of a particular Training Package for further decision-making about program development and implementation.

Estimated time

1.5 hours

Participants

Present this activity to a team that includes representatives from the curriculum committee, senior school year level coordinators, and other teachers interested in implementing a VET in Schools program.

Preparation

Consider the information on Handout 12.1 on the different types of VET in Schools provision. Establish which type exists in your State or Territory.

Obtain a copy of the Training Package that applies to the industry area considered by the school to be most relevant to the local community. This can be done by accessing the NTIS website and downloading the information relating to qualifications for the appropriate certificates. Photocopy it to use in this session.

Activity 11

Note: The Training Package can also be obtained from your State or Territory or national Industry Training Advisory Body, but it could be costly. If you are still unsure of the industry area, it may be wise to download the Training Package for one of the areas being considered, or to borrow a copy. With some Training Packages you may be able to buy the entry level components separately from the whole package. Enquire at your State or Territory or national Industry Training Advisory Body.

If you have access to any support materials for your selected Training Package, have them available at the session also.

Support materials for a wide range of industry areas have been developed for VET in Schools programs. Curriculum Corporation has developed a series of these for the Australian National Training Authority. These support materials include books and CD-ROMs that are distributed free to secondary schools around Australia. Check with your school librarian or your State or Territory education office to see if your school has received them. If not, you can download the support materials from the VET in Schools section of Curriculum Corporation's website at <http://www.curriculum.edu.au/>.

Materials required

- Board or butcher paper and writing instruments
- Enough copies of the selected Training Package information for use in small groups
- Handout 11.1: Training Packages — What are they?

Procedure

Introduce the activity in one of two ways, depending on your aim:

- This activity is designed to give you a clearer understanding of Training Packages in general. By looking at the contents and structure of a Training Package, you will have a better understanding of what is required to develop and implement a VET in Schools program.
- This activity is designed to give you a clear understanding of the contents and requirements of the selected Training Package. This will provide essential information for making decisions about what is required to develop a course and implement a program.

Distribute Handout 11.1 and allow time to read and discuss it. Clarify that every Training Package consists of the Endorsed Components.

Activity 11 (cont.)

Explain that the support materials, as the name implies, provide additional and very useful information for delivering Training Packages, but are separate from the actual Training Package.

Explain that the endorsed Training Packages are available on the NTIS website and can be downloaded. The support materials are purchased separately and are not available on the site.

Explain that the main focus for this session is on the actual Training Package, that is, the Endorsed Components.

Ask participants to form small groups and distribute a copy of the selected Training Package information to each group (together with support materials if available).

Ask groups to consider:

- the extent to which the Training Package could help meet the needs of Indigenous and other students in your school
- the implications for existing curriculum offerings and programs
- the professional development and training required by teachers to deliver the package and partnerships that may need to be established (with a Registered Training Organisation of some sort, for example).

After allowing sufficient time for this task, **facilitate** discussion of each group's conclusions with the whole group.

Follow-up

- If the Training Package selected is considered inappropriate for the needs of Indigenous and other students in your school, investigate other options.
- If the decision is confirmed to deliver a particular Training Package qualification, establish contact with other schools who have delivered a similar one to discuss issues relating to aspects of the Training Package and program delivery.
- Access additional support materials as required to assist in program planning and delivery.
- Plan how any identified professional development and training needs are to be addressed.
- Investigate how other identified implementation requirements, such as establishing a partnership, will be addressed.

Activity 11 (cont.)



Training Packages — What are they?

Vocational Education and Training (VET) in Schools programs give secondary school students the opportunity to combine classroom learning with hands-on industry training. As the 1999 Report of the MCEETYA Task Force on VET in Schools concisely explained:

... VET in Schools programs are ... industry specific entry level training programs which deliver competencies endorsed within the National Training Framework and provide credit towards a credential within the Australian Qualifications Framework. These entry level training programs are also accredited within senior secondary certificates and have industry recognition.

VET in Schools programs are structured around nationally recognised Training Packages.

A Training Package is a collection of tools and resources to be used by trainers to develop and deliver training which leads to the demonstration of competency. All Training Packages are developed around one or more related sets of industry competency standards and also are related to one or more vocational qualifications: Certificates I to IV, or a Diploma or an Advanced Diploma.

The size and scope of Training Packages may vary according to the composition of the industry standards. A Training Package might, for example, reflect the needs of particular industry sectors, or apply across an industry, depending on the way the standards have been developed in the industry and according to industry requirements.

Training Packages, which must be endorsed by the Australian National Training Authority, are designed to:

- conform to the requirements of a national qualification
- be flexible enough that they can be tailored to the specific needs of a particular enterprise or region.

Handout 11.1



Understanding Training Packages

Endorsed Components

Each Training Package contains the following three Endorsed Components:

- national industry competency standards, which specify the standards of knowledge and skills together with their application within an occupation or industry at various levels, and which are nationally recognised and transferable
- information about the packaging of standards against national qualifications, from entry level (Certificate I) through to Advanced Diploma qualifications
- industry Assessment Guidelines to ensure that the attainment of qualifications is based on assessment of competency, and not just completion of an agreed training period.

Support materials

Support materials for the Training Packages are often available. They may include:

- learning strategies relevant to the full range of qualifications encompassed by the package, often incorporating information about learning pathways towards attainment of the qualifications, model training programs and recommended approaches, and specific training materials such as a trainer or trainee guide, flexible delivery learning materials, a trainee record book or guidance for workplace mentors
- professional development materials that recognise the expanding range of people involved in the development, marketing, delivery and assessment of training programs
- assessment materials such as assessment exemplars or specific assessment tasks and instructions to assist in the assessment of particular competency units or elements.

References

Commonwealth of Australia 1997, *Vocational Education and Training in Schools: Teachers' Guide*, Curriculum Corporation, Melbourne.

MCEETYA April 1999, *Partnerships for Growth*, Report of the MCEETYA Taskforce on Vocational Education and Training (VET) in Schools, Canberra.

Handout 11.1 (cont.)



Activity 12 ***Briefing on Vocational Education and Training (VET) in Schools***

If the school is introducing one or more VET programs to meet the needs of its Indigenous students, there must be support from relevant staff for the proposal.

This activity will give staff a basic overview of the VET system to help inform decisions about implementing a program. It is assumed that they will already have some idea of vocational education from completing some or all of the previous activities.

The briefing may be conducted in two parts or sessions. The first part presents an overview of aspects of the VET system. To deliver this, you should have an understanding of Training Packages and of the potential a VET in Schools program may have for the school.

The second part requires participants to consider the benefits and challenges involved in implementing a VET in Schools program.

Aim

To provide an overview of the VET system for relevant staff and to consider the benefits and challenges of implementing a VET program in the school.

Estimated time

1.5 hours

Participants

Present this activity initially to the curriculum committee. Learning Area coordinators could then conduct sessions for their staff.

Activity 12

Preparation

Ensure that you have a clear understanding of each of the aspects shown on the OHTs. Depending on the existing knowledge in the school, and the size of the group, you could divide the presentation up so that different people are responsible for addressing the various OHTs. They may need to have done some research and reading on their topic.

A case study of a Wadu program from another school would enhance this presentation.

Materials required

- Overhead projector
- Board or butcher paper and writing instruments
- OHT 12.1: Registered Training Organisations (RTOs)
- OHT 12.2: Training Packages
- OHT 12.3: The Australian Qualifications Framework (AQF)
- OHT 12.4: The Australian Recognition Framework (ARF)
- OHT 12.5: User choice
- Handout 12.1: About VET in Schools
- Handout 12.2: The benefits of VET in Schools programs

Procedure

Part A

Explain that the purpose of this activity is to provide an overview of the VET system for all relevant staff so that they have a basis for considering the potential benefits and challenges of implementing a VET program in the school.

Introduce the topic by saying:

VET in Schools programs give secondary school students the opportunity to combine classroom learning with hands-on industry training. There is evidence that these kinds of practical programs may better suit those students in the school who are not interested in pursuing current curriculum offerings and who may therefore be leaving school at the end of the compulsory years without employment or senior school certificate qualifications.

Activity 12 (cont.)

Distribute Handout 12.1 and allow time to read it. Using your knowledge of the system for provision of VET in Schools programs in your State or Territory, facilitate discussion about the handout.

Explain that you are going to present information on key aspects of the VET system. Advise participants that they will be given the opportunity to ask questions after each aspect is presented.

Show OHT 12.1 and allow questions. Explain and discuss as required. Provide examples of partnership arrangements, if appropriate.

Show OHT 12.2 and allow questions. Explain and discuss as required. (If this has been completed by a group as Activity 11, ask group members to act as experts to present this section and to answer questions as required.)

Show OHT 12.3 and allow questions. Explain and discuss as required.

Show OHT 12.4 and allow questions. Explain and discuss as required.

Show OHT 12.5 and allow questions. Explain and discuss as required.

Divide the group up into smaller groups. Ask each group to brainstorm the possible benefits of the school–workplace learning embodied in VET programs for:

- students in the school, particularly Indigenous students
- teachers in the school
- employers in the community
- community organisations and education agencies.

Assign one group member the task of recording. **Allow** 20 minutes.

Take some responses from each group.

Distribute Handout 12.2 and discuss the responses to the handout.

Activity 12 (cont.)

Part B

Explain that the purpose of this activity is to consider the potential problems and processes in implementing a VET program in the school.

Ask participants to form small groups. Write these tasks on the board:

Consider:

- the problems you envisage will need to be overcome and your initial views on how they might be tackled
- the processes you think will be necessary to implement a VET program for Indigenous students.

Take responses from each group, recording suggestions for reference and action.

Follow-up

Take the action indicated by discussion in Part B.

Activity 12 (cont.)



Registered Training Organisations (RTOs)

Training organisations such as schools, TAFE institutions, private providers, Recognition of Prior Learning and assessment agencies, group training organisations, industry organisations and workplaces can be registered with a State or Territory Training Authority to deliver and provide the following training products and services:

- specific training and assessment resulting in the issuing of qualifications based on the Training Packages
- skills recognition services (assessment only) and the issuing of qualifications and Statements of Attainment.

RTOs may also seek quality endorsement, which allows them to accredit courses and determine qualifications where no Training Packages apply.

Training organisations that do not wish to be registered in their own right can have the training and assessment they undertake recognised by establishing quality assurance arrangements with registered organisations such as a partnership with a private provider or group training company.

Organisations including schools must be registered with the relevant State or Territory Recognition Authority to issue a national Australian Qualifications Framework qualification at Certificate levels I to IV, or a Diploma or an Advanced Diploma.

Reference

Commonwealth of Australia 1997, *Vocational Education and Training in Schools: Teachers' Guide*, Curriculum Corporation, Melbourne.

OHT 12.1



Training Packages

A Training Package is a user-friendly collection of tools and resources to be used by trainers and Registered Training Organisations to develop and deliver training that leads to the demonstration of competency. All Training Packages are developed around one or more related sets of industry competency standards and are related to one or more vocational qualifications. The size and scope of Training Packages may, therefore, vary according to the composition of the industry standards. A Training Package might, for example, reflect the needs of particular industry sectors, or apply across a whole industry, depending on the way the standards have been developed in the industry and according to industry requirements.

Training Packages, which must be endorsed by the Australian National Training Authority, are designed to:

- conform to the requirements of a national qualification
- be flexible enough that they can be tailored to the specific needs of a particular enterprise or region.

OHT 12.2



Endorsed Components

Each Training Package contains the following three Endorsed Components:

- national industry competency standards, which specify the standards of knowledge and skills together with their application within an occupation or industry at various levels, and which are nationally recognised and transferable
- information about the packaging of standards against national qualifications, from entry (Certificate I) level through to advanced diploma qualifications
- industry Assessment Guidelines to ensure that the attainment of qualifications is based on assessment of competency, and not just completion of an agreed training period.



Support materials

Support materials for the Training Packages are often available. They may include:

- learning strategies relevant to the full range of qualifications encompassed by the package, often incorporating information about learning pathways towards attainment of the qualifications, model training programs and recommended approaches, and specific training materials such as a trainer or trainee guide, flexible delivery learning materials, a trainee record book or guidance for workplace mentors
- professional development materials that recognise the expanding range of people involved in the development, marketing, delivery and assessment of training programs
- assessment materials such as assessment exemplars or specific assessment tasks and instructions to assist in the assessment of particular competency units or elements.

Reference

Commonwealth of Australia 1997, *Vocational Education and Training in Schools: Teachers' Guide*, Curriculum Corporation, Melbourne.

OHT 12.2 (cont.)



The Australian Qualifications Framework (AQF)

Training Packages enable nationally recognised competency standards to be linked to specific qualifications in the Australian Qualifications Framework, which incorporates all qualifications recognised in post-compulsory education throughout Australia.

There are six qualifications relevant to the VET sector:

- Certificate I
- Certificate II
- Certificate III
- Certificate IV
- Diploma
- Advanced Diploma.

The qualifications likely to be most relevant to senior secondary students, apart from the senior secondary certificate of education, are Certificates I and II.

A Statement of Attainment is issued to students who demonstrate they have gained individual competencies identified by an industry within a Training Package, and a complete qualification in the AQF is issued when all the competencies in the package have been achieved.

Reference

Commonwealth of Australia 1997, *Vocational Education and Training in Schools: Teachers' Guide*, Curriculum Corporation, Melbourne.

OHT 12.3



The Australian Recognition Framework (ARF)

The Australian Recognition Framework (ARF) comprises the quality assurance and recognition arrangements underpinning the National Training Framework.

The main quality assurance mechanism for the VET sector under the ARF is registration.

Registration involves recognition for organisations to provide particular products and services primarily related to the Training Packages.

The key elements of the ARF are:

- nationally recognised competency standards
- nationally recognised qualifications
- nationally Registered Training Organisations.

Reference

Commonwealth of Australia 1997, *Vocational Education and Training in Schools: Teachers' Guide*, Curriculum Corporation, Melbourne.



User choice

The VET system provides increased opportunities for users to choose providers and modes of training provision, and for training organisations to respond more flexibly to clients.

The basic user choice process that applies under the National Training Framework involves:

- a decision by the employer to take on an apprentice or trainee, leading to contact with such groups as schools, industry associations, State or Territory Training Authority, group training organisations or individual training providers
- selection of the Training Package and the qualification required
- choice of provider and negotiation of the training program
- development of the training program by the Registered Training Organisation
- approval and provision of funds to the chosen training provider
- delivery of the training resulting in the issuing of the relevant qualification under the Australian Qualifications Framework
- reporting of the outcomes to the State or Territory Training Authority.

OHT 12.5



Briefing on Vocational Education and Training (VET) in Schools

About VET in Schools

VET in Schools programs are industry specific entry-level training programs. The programs deliver nationally agreed-on competencies and can provide credit towards a nationally recognised qualification. They are also accredited within senior secondary certificates and have industry recognition.

Programs can be broad and generic, focusing on life skills, such as work education and preparation, or they can have a more specific industry focus.

VET in Schools is part of the National Training Framework.

The curriculum for school-industry programs is built around nationally recognised competency standards with some competencies achieved and assessed in the workplace and others achieved in off-the-job training.

In some States, the schooling systems have specially developed curricula for school-industry programs. In other States, individual schools have more autonomy in developing programs. The arrangements for the off-the-job training component differ from program to program. In some cases, schools deliver this component of the program, while in others, it may be delivered by a TAFE college or other training provider ...

As schools rely on local enterprises to provide work placements for students, successful school-industry programs are built around firm relationships through involving industry and community representatives in the development and on-going management of programs. In most cases this is achieved through a broadly representative management committee.

Reference

Aboriginal and Torres Strait Islander Peoples' Training Advisory Council (ATSIPTAC) & Australian Student Traineeship Foundation (ASTF) 1998, 'Wadu: National Vocational Learning Strategy for Young Indigenous Australians', Consultation Paper, Melbourne.

Handout 12.1



Briefing on Vocational Education and Training (VET) in Schools

The benefits of VET in Schools programs

Vocational Education and Training (VET) is a key component of the vocational learning programs provided by many schools and other organisations.

There are benefits that can flow to all members of your school community from the sort of school–workplace learning embodied in VET programs. According to ATSIPTAC & ASTF (1998), these benefits will see:

Students

- leave your school with qualifications recognised by both the education system and industry, giving them more choices in life;
- receive credit towards traineeships, apprenticeships and TAFE courses, giving them a head start in employment and further training;
- get hands-on experience in their chosen industries, allowing them to make better career choices.

Employers

- have direct input into vocational education, meaning that your students gain skills which are more relevant to their workplace;
- have access to your student as trainees, and therefore as potential employees;
- able to increase the skills of their own staff, because they can gain valuable training and supervision experience;
- gain a higher community profile, as parents and students recognise the value of school–workplace learning.

Teachers

- benefit from their students being more interested in their studies;
- have the opportunity to develop their skills in areas outside teaching;
- achieve a more flexible and stimulating environment.

Community organisations and education agencies

- establish contact with young people in your school, which makes for better awareness of their services;
- get more young people involved in their activities;
- make contact with your school, allowing you to work together on common goals.

Reference

Aboriginal and Torres Strait Islander Peoples' Training Advisory Council (ATSIPTAC) & Australian Student Traineeship Foundation (ASTF) 1998, 'Wadu: National Vocational Learning Strategy for Young Indigenous Australians', Consultation Paper, Melbourne.

Handout 12.2



Activity 13 ***Developing strong partnerships with local employers***

Given the importance of work placements for VET in Schools programs, including New Apprenticeships, schools will need to develop strong partnerships with local employers.

Aim

To examine the processes in place in the school for developing, maintaining and strengthening relations with local employers.

Estimated time

1 hour

Participants

Present this activity to an appropriate group of colleagues in the school (such as a VET programs committee). This activity ties in with Activities 9, 10 and 11 and may be run in conjunction with any of them.

Preparation

Bring any relevant information from previous activities.

Materials required

- Board or butcher paper and writing instruments
- Handout 13.1: Tips for marketing vocational education programs to employers

Activity 13

Procedure

Explain that the purpose of this activity is to examine the processes in place in the school for developing, maintaining and strengthening relations with local employers.

Write the following questions on the board and facilitate discussion about each. Record suggestions on the board:

- How effective are current processes in the school for developing, maintaining and strengthening relations with local employers?
- How could they be improved?
- How can the school extend the number and range of employers currently involved with the school in some way?

Ask the group to form into small groups. Tell them they are to use the information from the previous discussion to develop a set of strategies for ensuring the ongoing support of employers for local VET in Schools programs, including their willingness to host students in work placements.

Allow 20 minutes for this task.

Record the strategies on the board.

Distribute Handout 13.1. Compare the strategies developed by the groups to the tips on the handout.

Add to the board list any strategies from the handout that are not already there.

Facilitate discussion about what strategies are feasible in your school situation and develop an action plan.

Follow-up

Take the action you decided on in your action plan.

Activity 13 (cont.)



Tips for marketing vocational education programs to employers

- Be aware of firms who are already participating in workplace learning programs in your area so you can recognise their achievements and not overlap with programs with which they are already involved.
- Be conscious of the best time of day or year to contact employers so as to avoid busy times, such as the lead up to the Christmas period.
- Where possible, begin recruitment of employers early.
- Be prepared to follow up with employers until you get a result.
- Provide employers with simple, written handouts summarising what they can gain by participating in the program.
- Have employers sign a form confirming their participation in the program.
- Organise a launch of the program and attract publicity in your local media.
- When speaking to groups of employers, involve a current or past work placement employer and students as role models.
- Publicly acknowledge employers involved in the program by including their names in advertising material and local media promotions.
- Having signed up the required number of employers, keep them informed and involved in appropriate school activities throughout the year.
- Work closely with relevant State or Territory Industry Training Advisory Boards (ITABS).

Reference

Commonwealth of Australia 1997, *Vocational Education and Training in Schools: Teachers' Guide*, Curriculum Corporation, Melbourne.

Handout 13.1